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ABSTRACT

This needs assessment study was undertaken to identify the needs and problems of home day care and center day care providers, parents, and Welfare Department Specialists and Certification Staff in Franklin County, Ohio. Data were collected in two parts using the Perceived Problem Survey Study Model. Subjects were interviewed or surveyed using the My Biggest Problem Inventory in order to generate a data bank of gross problems faced by providers, users, or evaluators of care. These problems were then reduced to a list of non-overlapping problem statements. Using these problem statements, a check list was developed for each group of subjects on which subjects were asked to rank the frequency of each problem and their level of concern about it on a five point scale. Detailed analyses of each group's responses are presented, with separate chapters devoted to: (1) day care center teachers' problems, (2) day care center teachers' problems with regard to infants/toddlers, (3) day care center teachers' problems with regard to school age children and adolescents, (4) center directors' problems, (5) home day care providers' problems, (6) Franklin County Welfare Department Specialists' problems, (7) parents' problems with center based care, and (8) parents' problems with home based day care. Recommendations made throughout the report are summarized in the final chapter. A large proportion of this report consists of data in tabular form. (JMB)

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NEEDS ASSESSMENT STUDY
FOR
FRANKLIN COUNTY WELFARE DEPARTMENT
SOCIAL SERVICES

by

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Fall, 1977

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CHAPTER 1, INTRODUCTION TO THE NEEDS ASSESSMENT STUDY

PURPOSES

GOALS

DEFINITION OF TERMS

PROCEDURES

STATISTICAL PROCEDURES

ORGANIZATION OF THE REPORT

INTRODUCTION

One of the goals of Title XX funding is to improve the quality of child care both in center care settings and in home care settings. This goal suggests the need for funding of in-service training for those now caring for children.

How are the decisions made regarding how training will be delivered?

What will be the central topics of future training and how will it be conducted?

With "tongue-in-cheek" the following episode suggests how such decisions might be made without benefit of a data base. Suddenly, a notification comes that monies which have been promised for the preceding ten months are now available but must be spent by the end of the next three months! At this point the central question becomes "What can be done in a three month period?"

Ms. X suggests that the training specialists and certification staff should be polled for ideas. (She is an advocate of participatory democracy in decision-making.)

The rest of the staff directors frown on the idea.

Mr. Z, who has his own pet project, urges a workshop on behavior modification--"What every child care worker ought to know." Z points out that there is an expert at Local U and he believes he can be hired to conduct the workshop. Z rises and moves toward the telephone but Mr. Y cautions that, "A number of teachers find 'that stuff' offensive; and, besides, every course at Local U now has a unit in it on behavior modification." Disconcerted, Z sits down and "drops out".

An uncomfortable period of quiet follows.

Then Ms. X begins to speak but is interrupted by Ms. A. "What teachers and providers want," she clarifies, "is to hear someone who has a message and delivers it loud and clear." She continues, "By the time we solicit projects, evaluate them, and include our procedures and requirements, there will only be four weeks to carry out the training."

Another pause. The supervisors look at one another searching for nonverbal cues. Attention seems to focus on a Mr. B. Almost imperceptibly, he nods approval of Ms. A's ideas.

Ms. A continues, "Does anyone remember the name of the man from Far Out U who spoke at the regional CAEYC conference? He was really dynamic."

Certainly this episode does not characterize all of what occurs as we plan for in-service education of day care personnel. However, it is safe to suggest that planning procedures are carried out generally without any solid data about what the "real world" is like or needs. The Needs Assessment Project was funded to do just that--to assess the needs that those in the field (that real world) face daily as they go about their job of caring for children. The project was based on the belief that those responsible for in-service training and future policy formation as well as for improvement of the quality of child care, need orderly, meaningful data to support wise decision-making.

GOALS

The goal of the project was to assess accurately the needs and problems of day care home and day care center providers and parents as well as Franklin County Welfare Department Specialist and Certification Staff. Data were collected using the Perceived Problem Survey Study Model (developed by Cruickshank, The Ohio State University).

DEFINITION OF TERMS

Throughout this report, child care related terms will be used as follows:

1. _home provider_ (HP) - These are individuals who, in their own home, care for children between the ages of birth and fourteen years and receive payment from the Franklin County Welfare Department (FCWD) for this service.

2. _parents using home provider_ (PUHP) - These are parents (primarily mothers) who are a) working or attending work-related training programs, b) qualify for child care support from the FCWD and c) have children in the HP's care.

3. _center care_ (CC) - These are child care programs located in space specifically designated for group care of children and staffed to care for children of a specific age range (few have infant, toddler or adolescent programs); in addition, they are reimbursed partially or fully by the FCWD for child care services.

4. parents using center care (PUCC) - These parents, like the PUHP qualify for child care support from FCWD, but have their children in a center setting.

5. FCWD Specialist (S) - These are FCWD staff responsible for the evaluation of day care homes or day care centers. Home specialists are also responsible for certification, recruitment, monitoring, one-to-one training, problem-solving and crisis intervention.

PROCEDURES

Perceived Problem Inventory

This study was carried out in two parts. First, the subjects (HP, PUHP, TCC, DCC, PUCC, and S) were interviewed or surveyed using My Biggest Problem Inventory (MBPI) (See Figure 1 - 1 for example) in order to generate a data bank of gross problems which the above groups face as 1) providers of Title XX care, 2) users of the care or 3) evaluators of the care. These problems, many of which at this stage were duplications or of high similarity, were reduced to a list of non-overlapping problem statements. (See Table 1 - 1 for number of individuals surveyed.) Using these problem statements a Check List (CL) was developed for each of the groups of subjects which would enable them to rank each problem on a five point scale in relationship to 1) frequency of the problem and 2) concern about the problem (See figure 1 - 2 for example). The groups identified above were resampled and asked to rank the problems using the Check List. The CC Directors were asked to rank the Center Teachers and PUCC Check Lists while the FCWD Specialists ranked the Check Lists of the HP, PUHP, CC

Figure 1 - 1

MY BIGGEST PROBLEM TODAY INVENTORY

__ Home Day Care, __ Center Care Giver, __ Director of Center,

__ CD Specialist (C)   __ CD Specialist (H)

Age of Child: I___ T___ P___ S___ A___

I. The day care incident which caused me the greatest concern today happened as follows: (Describe the event in as much detail as possible. Attach additional pages if you wish. The more detail the better.)

____

____

____

____

____

____

____

____

____

II. To me, this problem was (Circle one numeral for each part a, b, c, d, below)

a.	Normal (all in the course of a day's work)	1 2 3 4 5 6	Abnormal (hardly ever happened in my memory to me or others)
b.	Simple (easy to understand how and why it happened)	1 2 3 4 5 6	Complex (extremely difficult to know how and why it occurred)
c.	Solvable (capable of being solved quite easily)	1 2 3 4 5 6	Insolvable (denies solution)
d.	Slightly frustrating (bothered me-but not severely)	1 2 3 4 5 6	Extremely upsetting (disturbed me to the point of mental or physical exhaustion)

III. I believe the problem described herein could be stated in about 20 words as follows:

____

____

____

Figure 1 - 2

B-3

Degree of Concern (How concerned about this problem are you?)						Frequency (How often does this problem occur?)				
Extremely		Somewhat		Not at all	**DEALING WITH PARENTS (continued)**	Always		Occasionally		Never
5	4	3	2	1	I am concerned about. . .	5	4	3	2	1
☐	☐	☐	☐	☐	parents who neglect the personal care of their child.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	parents who have unrealistic expectations of teachers.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	developing a parent education program as a component to our center.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	educating parents about the benefits of good nutrition.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	finding ways to involve parents in center activities.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	dealing with parents who abuse and/or neglect their children.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	inconvenience to staff because parents don't telephpne to let center know their child will be coming late.	☐	☐	☐	☐	☐
					FIELD TRIPS					
☐	☐	☐	☐	☐	finding places appropriate for field trips.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	cost of transportation for field trips.	☐	☐	☐	☐	☐
					EQUIPMENT NEEDS					
☐	☐	☐	☐	☐	acquiring of equipment for teaching. skills	☐	☐	☐	☐	☐

Teachers, CC Directors and PUCC in order to compare responses of those in a supervisory capacity (directors and specialists) based on their understandings of the problems faced by those supervised with the actual responses of those supervised. (See Table 1 - 2 for these cross rankings on Part II.)

RESPONDENTS

Table 1 - 1 indicates the number of people interviewed using the My Biggest Problem Inventory (Part I) and completing the Problem Check List (Part II).

In conducting Part I nine trained interviewers collected the gross problem data. All data were collected by a personal interview, usually in the home of the parents or at the center.

The most difficult data to obtain was that from parents. Interviewers used the Home Provider to introduce them to the Parents Using Home Provider Care, and this introductory process seemed to work well.

However, the Parents Using Center Care did not respond well to our original contact by letter (The thirty-five who did were interviewed.) Therefore, non-responding parents were contacted by telephone on a Saturday to be interviewed. This modified interview technique produced varied, apparently freely given information; it may have produced better data than that obtained by personal interview since parents seemed to feel free to express themselves by telephone.

Table 1-1

Number of People Interviewed and Problems in My Biggest Problem Inventory (Part I) and Completing the Problem Checklist (Part II)

		Type of Center					
		C1 Home (H)		C2 Center (C)			C3 Franklin County Welfare Dept. (FCWD)
		B1 Parents (PU)	B2 Provider(P)	B1 Parent (PU)	B3 Teacher (T)	B4 Director (D)	B5 Specialist(S)
MBPI Part I	People	97 / 69	156 / 96	295 / 83	45* / 72	24 / 21	15 / 11
	Gross Problems	99	343	151	252	186	23
PCL Part II	People	1884 / 185	501 / 218	879 / 106	302 / 284	25 / 17	8 / 7**
	Final Problems	122	274	133	105	36	23

97 / —indicates number attempted in sample
/ 69 —indicates actual number surveyed

---

* Teachers

Infant	3
(Aide)	1
Preschool	20
School Age	17
Adolescent	4
Total	45

** Home Provider Specialist ranked Home Provider Problems
Center Evaluators ranked Center Problems

In a similar vein, it was felt by those involved in the total research and training project that FCWD staff would feel freer to state problems related to their work if the data were collected in a manner other than the personal interview. Therefore, a packet of individual copies of the My Biggest Problem Inventory was given to each staff member and the completed forms were returned by mail to the researchers.

In Part II the Problem Check List (Figure 1 - 2 gives example) was taken to the centers and given to directors and teachers; interviewers returned the next day to pick up the completed forms.

The PUCC and PUHP were all sent the Problem Check List by mail, with the exception of the twenty-eight which were administered to the PUHP by trained interviewers. The returned forms came to the FCWD and were collected lated by the interviewers.

FCWD specialists were given the Problem Check List by their supervisors; the completed forms were returned to the researchers by mail.

A brief mention should be made here regarding two limitations of the study with regard to the respondents. First, it has been suggested that the specialists should have been asked to identify the problems faced by each of the other categories of respondents based on their own unique perspective. This information was not collected but can, in part, be inferred later from cross rankings. Second, CC teachers were asked not to return the completed Check List to their directors in order to provide for their anonymity, but a small number did return forms to directors. We have no reason to believe that this biased their responses in some consistent way.

Table 1 - 2
CROSS RANKING ON THE PERCEIVED PROBLEM CHECK LIST

		Type of Center					
		C_1 Home (H)		C_2 Center (C)			C_3 Franklin County Welfare Dept (FCWD)
		B_1 Parent(PV)	B_2 Provider(P)	B_1 Parent(PV)	B_3 Teacher(T)	B_4 Director(D)	B_5 Specialist (S)
AGE OF CHILDREN	A_1 Infant-Toddler		X		X		
	A_2 Core Problem (includes pre-school)	X	X	X	X	X	X
	A_3 School Age & Adolescence		X		X		
SUPER-VISORS	B_4 Directors (D)				X	X	
	B_5 Specialist (S)	X	X	X	X	X	X

X - indicates data to be found in this study.

Definitions

A_1 Infant-toddler child 6 wks to 3 yrs
A_2 Core Problem & Preschool child 3 yrs to 6 yrs
A_3 School age & Adolescence child 6 yrs to 14 yrs

B_1 Parent (PV) - recipient of FCW child care services
B_2 Home Child Care Provider (HP)
B_3 Teacher (T) Center based child care worker
B_4 Director (D) - director of child care center
B_5 Specialist (S) Franklin County Welfare Dept worker

C_1 Home - location of service
C_2 Center - location of service
C3 Franklin County Welfare Dept (FCWD)

CHAPTER 2, CENTER TEACHERS' PROBLEMS

INTRODUCTION

- -PURPOSES OF THE CHAPTER
- -ORGANIZATION OF THE CHAPTER

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- -LIST OF CHAPTER 2 TABLES

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INTRODUCTION

Purposes of the Chapter

The focus of this chapter of the report of the Needs Assessment Study is center teacher response -- problems cited and subsequently ranked. Therefore, the chapter is designed to facilitate your analysis of the problems and needs of this specific group of respondents.

Descriptive data about the center teacher respondents can be found in Tables 2-1 --2-68 (pp. 2-23-150). In summary, this data indicates that the day care teachers in the twenty-two Title XX Center programs can be characterized as:

--having 76% of their number on the job 3 years or less (34% one year or less + 42% at one to 3 years).

--having 72% of their number without a college degree;

--having 70% of their number at 30 years of age or below.

Organization of the Chapter

Chapter 2 is organized to facilitate quick access to and retrieval of information about center teachers and their responses. In the section immediately following you will find a guide to reading the tabled data. This guide provides the reader with definitions and explanations of data processing and reporting procedures which are essential for interpretation and further analysis of the data. Following the guide is a list of Chapter 2 tables with each table title reflecting the nature of the data to be found in the table. The table list and the tables are color coded in white to facilitate quick access while the chapter text is color coded in blue.

The table guide and list are followed by a chapter overview which highlights those findings from the data which are of particular, immediate interest. Those findings are presented in the following manner and order:

1. Category of the finding;
2. Table location;
3. Interpretation and/or recommendations.

Clearly, only a few of the findings of interest can be highlighted in the chapter text. Those chosen were selected for one of the following reasons:

--They reflect highly convergent rankings by one or more groups of respondents.

--They reflect highly divergent rankings by one or more groups of respondents.

--They are of particular interest in relation to currently held conception or perceptions of the FCWD.

In the overview, interpretations and recommendations are specific to the day care teacher with regard to:

1. Primary problems and/or needs;
2. Policy;
3. Training;
4. Further research.

TABLES

Guide to Reading the Tabled Data

The tables at the end of this chapter provide descriptive information about the center teacher respondents, their centers, their directors, the problems they cited and their subsequent rankings of those problems. In interpreting the data the reader will need to take the following definitions into account:

mean - the mean is an authoretic average calculated by summing responses (measurements) and dividing by the number of responses summed. It is therefore a measure of the central tendency of a group of responses in the Needs Assessment Study.

grand mean - the grand mean is the authoretic average of a group of means. It is calculated by summing the means and divided them by their number.

rank - a numerical rank has been assigned to a problem in the study by sequencing the means of all of the problems under consideration from the highest mean value problem to the lowest mean value problem. The problem with the highest mean value is assigned the rank of 1; the second highest the rank of 2 and so on to the last problem.

frequency - for each problem on the Check List respondents checked one of the following values:

always occasionally never

☐ ☐ ☐ ☐ ☐

1 2 3 4 5

Frequency refers to the troublesomness of a problem in terms of rate of occurrence.

concern - for each problem on the Check List respondents checked one of the following values:

always occasionally never

☐ ☐ ☐ ☐ ☐

1 2 3 4 5

Concern refers to the perceived magnitude of the problem.

problem groupings - extremely/always, somewhat/occasionally, not at all/never--These terms have been placed in the tables through a process of subtracting the highest and lowest mean and dividing by three. Thus, we have sub-divided the problems into thirds with the top third (with the highest mean) labeled Extremely or Always, the middle third as Somewhat or Occasionally and the bottom third as Not at All or Never. The decision to divide the problems into three groups was arbitrary and only limited weight should be given to these labels within the tables. For example, some problems falling under Not at All or Never in our scheme might be of considerable importance to those making use of the data for decision-making.

In addition to the center teachers ranking of a problem by frequency and by concern, you will also find rankings of teacher problems by directors and specialists. Where this occurs the reader must keep in mind that while the problems were originally cited by teachers, they were subsequently ranked by directors and specialists according to how they perceive their magnitude of concern and frequency of occurrence.

We call your attention to three major tables at the end of the chapter: Table 2-65 (pp. 134), Table 2-67 (pp. 146) and Table 2-68 (pp. 150). Table 2-65 presents teacher, director and specialist rankings (and means) of teacher problems by both magnitude of concern and frequency of occurrence. Table 2-67 displays teacher, director and specialist rankings (and means) of training needs. Table 2-68 presents in bar graph form eight categories of problems and the grand means obtained on them from teachers, directors and specialists. Many of these results will prove of major interest to those readers concerned with policy, research and training for Title XX center staff. The overview in this section highlights the data found in these tables as well as in a number of the others in this Chapter 2. A total list of Chapter 2 tables is presented next for your use.

CHAPTER 2 CENTER TEACHERS' PROBLEMS

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Overview

In this section the report focuses on rankings of problems that were highly convergent among groups, highly divergent among groups or otherwise of special interest. They are presented under general categories and discussed in terms of actual results and interpretations and/or recommendations.

Financial Benefits (Tables 2-17 - 2-22)

Results - By far the highest ranked problems related to financial benefits. There was great convergence among the three groups' rankings.

Recommendations - This high ranking of financial problems would suggest the following:

1. Development of a policy, system or scale to deal with financial benefits (problems ranked 1-4);
2. Tying this policy, system or scale to a promotional ladder or incentive program (problems ranked 4,5);
3. Analysis of current procedures regarding timely payment (problem ranked 7).

Parents - (Tables 2-23 --2-28)

Results - The highest ranking by teachers on the concern variable was related to parents with a grand mean of 4.21. There was high convergence among the three groups of respondents on this category of problems as evidenced by means of 4.22 for directors and 4.51 for specialists.

Recommendations - The high ranking of problems primarily related to parents would suggest:

1. Establishing policy regarding center teacher responsibility in instances of:
    a. parental neglect or abuse of child;
    b. need for obtaining outside help for children;
    c. need for resolving value conflicts between center and home;
    d. facilitation of two-way flow of information between home and school.
2. Coordination of services with outside agencies to:
    a. improve parents' skills and education;
    b. provide greater support for families in need of help;
    c. provide greater continuity between center approaches to special needs of families and outside agency approaches;
    d. provide in-service training for center personnel to help them better meet their responsibilities to parents.
3. Conducting a realistic evaluation of how parents using center care can become more involved in the program while still meeting their own responsibilities on the job and in training.

Sickness/Special Needs - (Tables 2-29 --2-34)

Results - The center teachers with a grand mean of 3.94 and the directors with a grand mean of 3.83 rank this category of problems quite high. Of interest is the additional result that the FCWD specialists rank this category of even greater concern magnitude with a grand mean of 4.12.

When ranking the frequency of occurrence of the category of problems, the three groups ranked it 3.26 (specialists), 3.24 center teachers and 3.24 (teacher) respectively. In other words, all of them feel that problems of sickness/special needs are fairly frequent, and when they occur they are of extreme concern.

Recommendations - The problems suggest a real need for coordination of the mental and physical health care services throughout Franklin County to facilitate better service for day care center children and their working parents. Currently the policies of such agencies require parental presence if the child is to receive any type of care. This policy acts to eliminate day care children from many services that would otherwise be available as well as to put parents in a "work or take time off" at times which may jeopardize both the child's health and the self-supporting potential of the family.

Perhaps a pilot health care project for Title XX day care families could be developed with cooperative agencies by FCWD. One approach might be to provide seed monies to a particular agency to develop a program for Title XX children which would bring the best possible care to them in the most effective and sensitive manner. Once a pilot project had established the feasibility of more comprehensive provision health care for Title XX children in day care centers, the FCWD would be better able to request direct service from other cooperating agencies.

Problems in this category (Sickness/Special Need) also indicate that Franklin County hospitals' policies requiring parental signature before care is given also precludes the effective prevision of health care to Title XX day care families. Possibly at least one hospital in each geographical zone of the county could be approached by the FCWD in an effort to eliminate this real problem cooperatively.

Finally, the handling of sick children at the centers is a serious problem, especially due to lack of space for isolation of the sick child in some centers. (Later, the reader will note that parents also indicate that this is a problem.) One possibility for alleviating this problem would be contracting with a special day care home provider in each zone who would care for mildly ill children.

Training - (Tables 2-35 --2-40)

Results - On the variable concern directors ranked training problems extremely high at 4.02, specialists somewhat less at 3.92, and center teachers slightly less still at 3.89. Both directors and specialists see multiple obstacles to successful training.

On the frequency variable the same pattern among groups holds with directors at 3.74, specialists at 3.51 and teachers at 3.50.

Recommendations - The problems might be approached effectively by the following:

1. Establishing "in center" training programs which grant some sort of certification, are ongoing and fit into a comprehensive, flexible training delivery system.
2. Consideration of a plan to contract with one or more local education institutions for the training and certification of a pilot class of day care teachers;
3. Establishing an advisory committee of local educators and professionals of other fields directly related to early child hood and family services to develop a "for credit" program of education for Title XX child care personnel. Such a committee would also include Title XX directors, teachers and parents.

Field Trips - (Tables 2-41 --2-46)

Results - On the concern variable teachers at 3.62 and directors at 3.62 indicated somewhat of a concern while specialists indicated less concern at 3.44. However, when we look at the specialist response on the item "having more money allocated for field trips," we see specialists indicating an extremely high level of concern at 4.00.

Recommendations - Two approaches to this problem category seem appropriate. First, a review of funding for field trips, their goals and implementation would allow an analysis of what is happening currently. Second, center personnel may need training to select and use field trip locations wisely. Perhaps the FCWD specialists could prepare a pamphlet listing cooperating places and people of interest in the community.

Note that it is possible that center teachers of young children (7 years of age and younger) are following a "public school model" for field trips thereby selecting inappropriate sites and/or sites that require a long travel time.

Space and Equipment - (Tables 2-47 --2-50)

Results - The teachers (3.59) and specialists (3.67) ranked the problems around equipment and space somewhat high on concern, while the directors (who own the center) rank this problem category extremely high.

On the frequency variable teachers (3.11), specialists (3.16) and director (3.83) converge with a high ranking of the category.

Recommendations - Studies of day care have indicated a direct correlation between "poor" day care and poorly organized space and equipment choice. (See Kritchevsky et. al., Planning Play Environments, NAEYC) It is our contention that impacting on equipment/space choice and organization in Title XX child care centers would make measurable improvement in the quality of child experience in those centers.

Two strategies might be developed with this improvement as their aim:

1. The first FCWD strategy would be to improve indoor space/equipment over a specified time period by contracting with an individual, business or agency with demonstrated competence in designing space and organizing equipment for young children in group settings. This strategy would also include contracting separately for similar improvement of outdoor space/equipment.
2. The second FCWD strategy would be to develop a system of awards and recognition for programs which measurably improve indoor and outdoor space/equipment.

*Daily Disruptions - (Table 2-53--2-58)

Results - The problems that cause daily irritation or disruption rank as somewhat of a concern by teachers (3.54), as somewhat less by directors (3.26) and at the same time as higher by specialists (3.63).

The teacher ranking drops greatly under the frequency variable while the directors (3.40) and the specialists (3.26) rank this category higher. Apparently these two groups feel that daily disruptions, problems blocking professionals' ability to do their jobs effectively, occur more often while those directly involved, the teachers, feel that they are less of a problem.

Recommendations - Problems which stand in the way of professionals, in this instance the day care center teachers, doing their jobs are generally politically sensitive problems centering on staff communication, professional organizations and teacher input into program management. Therefore, a tentative first suggestion would be to provide training for directors to facilitate their skills in 1) personnel management and 2) human relationship building.

Responding to Children - (Tables 2-59 --2-64)

Results - It is interesting to find that there are only five problems listed under this category, and it is interesting to

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*This category label may be misleading; it is intended to refer to problems perceived as blocking teachers' daily conduct of their job responsibilities.

note that teachers (3.42) and directors (3.40) ranked these problems only as of somewhat concern. Specialists, on the other hand, rank these problems higher.

On the frequency variable teachers (2.80), directors (2.86) and specialists (2.71) all indicate a very low or never/not at all ranking. This, too, is surprising since it is assumed that the most frequent activity engaged in by day care center teachers ought to be that of responding to children.

Interpretation - There are three interpretations that one could make regarding this finding:

1. Teachers do not have problems of great concern in responding to children.
2. The data were collected in only one sitting with a teacher and if it were collected over a greater number of times it is possible that the category would be given more attention.
3. The teachers are focusing on their own problems, financial and personal and not on the children.
4. Teachers and directors are less aware of teacher-child interactions.

Recommendations - Descriptive data on a self report instrument such as the Needs Assessment are insufficient for making about actual teacher-child interactions. However, such a low ranking of this category suggests that more evidence is needed especially in light of the parent data

TABLE 2-1

CENTER CARE
Background Information

Description	Percent	No. of People
Directors		17
Teacher-Aides		143
Teachers		94
Aides		47
Total Number of Centers		(22)
Children enrolled (average)		83
a. Smallest center		31
b. Largest center		199
Title XX children (average)		53
a. Smallest number enrolled		25
b. Largest number enrolled		180
Children per class (average)		18
a. Smallest class enrollment		5
b. Largest class enrollment		40
Adults per class (average)		2
a. Smallest number of adults per class		1
b. Largest number of adults per class		5
Type of Center		
a. Private (profit)		7
Non-profit		
b. City affiliated		1
c. United Way affiliated		7
d. United Way and City affiliated		1
e. Non-affiliated		1
Educational Level of Directors		
a. High school graduate	5.9%	1
b. Two years of college	23.5%	4
c. College graduate	23.5%	4
d. Post graduate study	23.5%	4
Total directors surveyed		17

Background Information

Description	Percent	No. of People
Educational level of teachers		
a. High school (also, includes non-high school degree)	47%	66
b. Two years of college	25%	35
c. College graduate	20%	28
d. Post graduate study	2%	3
e. Graduate degree	2%	3
f. Missing (possible, also non-high school degree)	2.8%	4
Type of degree (Director)		
a. Child development	17.6%	3
b. Education	29.4%	5
c. Others	29.4%	5
d. Missing (possibly indicates non-degree)	23.5%	4
Type of degree (teachers)		
a. Child development	14%	20
b. Education	14%	20
c. Others	5%	8
d. Missing (possibly indicates non-degree)	67%	96
Position of those completing center care surveys		
a. Aide	30%	47
b. Day care teacher	59%	94
c. Director	11%	17
Number of Years in Day Care (Directors)		
a. Less than one year	0	0
b. One to three years	35.3%	6
c. Four to six years	23.5%	4
d. Seven to ten years	23.5%	4
e. Eleven to fifteen years	5.9%	1
f. Sixteen to twenty years	5.9%	1
g. Twenty-one plus years	5.9%	1
Number of Years in Day Care (Teachers)		
a. Less than one year	34%	48
b. One to three years	42%	60
c. Four to six years	15%	22
d. Seven to ten years	3%	4
e. Eleven to fifteen years	5%	7
f. Sixteen to twenty years	0%	0
g. Twenty-one plus years	.6%	1
h. Missing	.6%	1

Background Information

Description	Percent	No. of People
Age of Directors		
a. Younger than eighteen	0	0
b. Nineteen to twenty-two years	5.9%	1
c. Twenty-one to thirty years	29.4%	5
d. Thirty-one to forty years	29.4%	5
e. Forty-one to fifty years of age	11.8%	2
f. Fifty-one plus years	23.5%	4
Age of Teachers		
a. Younger than eighteen	4%	6
b. Nineteen to twenty-two years	28%	40
c. Twenty-three to thirty years	38%	54
d. Thirty-one to forty years	16%	23
e. Forty-one to fifty years	7%	11
f. Fifty-one plus years	6%	9
g. Missing	.7%	1

TABLE 2-2

Number of Children Enrolled by Type of Center

Enrolled No. of Children	Affiliation (%)				
	Private	City	United Way	United Way and City	Non
31					100
40		100			
47	15				
50			28		
55			28		
60	15				
80			43		
81	15				
85	15				
120	15				
130				100	
164	15				
199	15				

Table 2-3

Number of Title XX Children by Types of Center

Enrolled No. of Children	Affiliation (%) Private	City	United Way	United Way and City	Non
25			43		
26			28		
27		100			100
47	14				
48			28		
50	14				
54	14				
60	14				
70	14				
74	14				
85				100	
180	14				

TABLE 2-4

Type of Center by Educational Level of Teacher

	Educational Level (Count) Percentage				
Type of Center (Affiliation)	High School or Less	2 Years College	College Graduate	Post Graduate	Graduate Degree
Private	(43) 53.8	(22) 27.5	(13) 16.3	(2) 2.5	
City	(6) 37.5	(5) 31.3	(4) 25.0		(1) 6.3
United Way	(15) 45.5	(7) 21.2	(9) 27.3		(2) 6.1
United Way and City	(2) 40.0		(2) 40.0	(1) 20.0	
Non		(1) 100.0			

TABLE 2-5

Type of Center by Age of Teachers

Type of Center (Affiliation)	Age (Count) Percentage					
	< 18	19-22	22-30	30-40	40-50	> 50
Private	(5) 6.0	(23) 31.3	(31) 37.3	(11) 13.3	(7) 8.6	(3) 3.6
City	(1) 5.3	(5) 26.3	(7) 36.8	(3) 15.8	(1) 5.3	(2) 10.5
United Way		(7) 20.6	(14) 41.2	(7) 20.6	(2) 5.9	(4) 11.5
United Way and City		(2) 40.0	(2) 40.0	(1) 20.0		
Non				(1) 50.0	(1) 50.0	

TABLE 2-6

Type of Center by Number of Years Teachers or Aides have been in Day Care

Type of Center (Affiliation)	Years in Day Care (Count) Percentage						
	< 1	1-3	4-6	7-10	10-15	15-20	> 21
Private	(32) 38.6	(35) 42.2	(14) 16.9	(1) 1.2	(1) 1.2		
City	(3) 16.7	(11) 61.1	(3) 16.7		(1) 5.6		
United Way	(11) 32.4	(12) 35.3	(3) 8.8	(2) 5.9	(5) 14.7		(1) 2.9
United Way and City	(2) 40.0	(2) 40.0		(1) 20.0			
Non			(2) 100.0				

TABLE 2-7

Type of Center by Educational Level of Directors

	Educational Level Percentage				
Type of Center (Affiliation)	High School or Less	2 Years College	College Graduate	Post Graduate	Graduate Degree
Private	14		14	43	29
City			100		
United Way		75	14	14	29
United Way and City			100		
Non		25			

TABLE 2-8

Type of Center by Type of Degree of Director

	Educational Level Percentage		
Type of Center (Affiliation)	Child Development	Education	Other*
Private	14	14	71
City			100
United Way	29	29	43
United Way and City			100
Non-Affiliated	100		

*This category would include non-degree people.

TABLE 2-9

Type of Center by Age of Directors

Type of Center (Affiliation)	Age Percent 19-22 yrs.	22-30	30-40	40-50	50 +
Private	14	43	28	14	
City			100		
United Way		28	14		57
United Way and City			100		
Non				100	

TABLE 2-10

Type of Center by Number of Years Director has been in Day Care

Type of Center (Affiliation)	Years in Day Care Percent < 1 yr.	1-3	4-6	7-11	12-15	15-20	21 +
Private	71	14	14				
City	100						
United Way		28	28	14	14	14	
United Way and City		100					
Non			100				

TABLE 2-11
CENTER TEACHER'S PROBLEMS
Ranked (means) by concern
(include frequency)

RANK	CONCERN (means)	PROBLEM STATEMENT	FREQUENCY (means)
Extremely			
1	4.81	improving the pay for those working in day care	4.28
2	4.70	the need for cost of living salary increases	4.45
3	4.46	parents who neglect the personal care of their child	3.87
4	4.43	the need for parent education in handling the behavioral problems of children	3.95
5	4.42	getting additional funds for special needs of children, such as health and psychological services	3.64
6	4.36	salaries being too low to attract or keep qualified people working in day care	4.21
7	4.33	acquiring fringe benefits for staff (retirement, insurance, sick leave, etc.)	3.76
8	4.29	lack of parent responsiveness and feedback about what is happening at home	3.74
9	4.17	dealing with the parent who will not seek outside help for his/her child with a special problem	3.19
10	4.17	dealing with parents who abuse and/or neglect their children	3.31
11	4.14	the need for more social workers to handle family problems	3.42
12	4.02	finding opportunities to visit other centers to get new ideas	3.41
13	3.96	helping parents through a crisis period	3.18
14	3.92	having more money allocated for field trips	3.46
15	3.92	the way FCWD and other agencies put money into researching day care centers when the money could be used by the day care centers to meet real needs	3.46

RANK	CONCERN (means)	PROBLEM STATEMENT	FREQUENCY (means)
16	3.90	helping a new child feel comfortable with the class	3.14
17	3.87	having a quality day care program rather than a babysitting service	3.33
18	3.86	having day care courses for credit available to staff	3.06
19	3.86	establishing an organized, readily available and ongoing staff training program	3.24
20	3.84	how teachers handle behavioral problems of children	3.23
21	3.84	how to handle a child who bites, pinches or uses other forms of physical aggression upon others	3.16
22	3.82	having an organization to speak for staff concerns	3.17
23	3.78	finding a specialist to help with special problems in the classroom	3.18
24	3.77	finding ways to educate the public as to what constitutes quality day care	3.16
25	3.77	having up-to-date day care training programs	3.16
26	3.76	the image that the public has of those working in day care (simply as babysitters)	3.27
27	3.76	dealing with children who come from homes which hold dramatically different values than the center	3.14
Somewhat			
28	3.73	establishing the use of a promotional ladder and incentives for day care workers	3.50
29	3.73	getting funds for audiovisual equipment	3.25
30	3.70	getting parents to convey information about their child directly to the teacher rather than to the director	3.29
31	3.70	the need for training staff to recognize and deal with children with special needs	3.23
32	3.69	having training programs offering appropriate activities for different age groups	3.12

RANK	CONCERN (means)	PROBLEM STATEMENT	FREQUENCY (means)
33	3.69	how to handle a sick child when we can't reach his/her parent but feel he/she needs to see a nurse	2.67
34	3.68	getting the child with emotional problems into the Mental Health Center without having to wait several months	3.08
35	3.67	having more of the training workshops for the teachers taught by people who are directly involved in day care	3.25
36	3.67	improving staff communication	3.29
37	3.64	finding ways to involve parents in center activities	3.40
38	3.63	getting money for outdoor or "large muscle" equipment	3.10
39	3.62	getting a list of resource agencies to which we can direct parents and/or children with special needs for help	2.83
40	3.62	getting financial aid to take college courses	3.67
41	3.61	finding places appropriate for field trips	3.16
42	3.60	ways to involve community workers and professionals in the center	3.95
43	3.60	finding a list of places to contact for free supplies	3.08
44	3.59	educating parents about the benefits of good nutrition	3.25
45	3.58	the need for teachers to have input in Center and classroom decision-making	2.98
46	3.56	parents who have unrealistic expectations of teachers	2.95
47	3.56	the inspectors criticizing the bad things while ignoring the good things at our center	3.11
48	3.52	helping parents find emergency child care	2.89
49	3.52	inconvenience to staff because parents don't telephone to let center know their child will be coming late	3.27

RANK	CONCERN (means)	PROBLEM STATEMENT	FREQUENCY (means)
50	3.51	getting more money for expendable supplies such as art supplies, paint and crayons	2.92
51	3.50	acquiring of equipment for teaching skills	3.00
52	3.50	finding convenient times to offer staff training that do not conflict with the work schedule	3.14
53	3.49	parents who don't help their child to follow through on "homework" assignments	2.83
54	3.48	finding ways of helping a child who is upset when his/her parent leaves him/her at the center	3.07
55	3.46	dealing with people at the State level of licensing whom we do not feel are qualified to evaluate us	2.92
56	3.46	the indifference of politicians in focusing on day care issues	3.30
57	3.46	carelessness of the staff and children in handling the center's materials and equipment	3.53
58	3.45	Welfare Department offering courses more suitable to our needs	3.13
59	3.44	lack of a facility or day care home to send a sick child to when his/her parents can't leave work	2.80
60	3.44	obtaining funds for non-expendable indoor equipment	3.13
61	3.44	having enough outdoor play equipment	3.00
62	3.43	parents not marking their child's clothing	3.27
63	3.43	finding time to prepare for activities	2.97
64	3.42	how to handle a child who takes things home that don't belong to him/her	2.85
65	3.42	how to get more males into day care work	3.27
66	3.41	developing a parent education program as a component to our center	2.88
67	3.41	lack of full commitment of staff due to minimal pay	3.21
68	3.40	having Child Development training available to others in the community	3.00

RANK	CONCERN (means)	PROBLEM STATEMENT	FREQUENCY (means)
69	3.38	the way universities and colleges do not prepare students in the field of Child Development for the realities of day care	3.05
70	3.37	how to handle the child who continues to use obscenities in the center	2.85
71	3.33	cost of transportation for field trips	2.98
72	3.31	getting parents involved in the Parent Advisory Board	3.09
73	3.30	a need for staff and administrators to understand the law as it affects day care	2.80
74	3.30	certification not being available for Early Childhood degrees	2.96
75	3.25	the small classroom space within the center	2.86
76	3.25	conflict between what parents want for their children (A.B.C.'s and numbers) and what the Welfare Department tells us to offer	2.70
77	3.25	having enough basic supplies such as sheets and cots	2.67
78	3.24	the need for more staff per class	2.90
79	3.23	finding ways to enable workers to get release time to take non-welfare training programs	2.96
80	3.20	getting equipment appropriate for age level in the classroom; for example, several round tables as opposed to one long one	2.79
81	3.16	the somewhat harsh manner in which untrained staff sometimes communicate with the children	2.80
82	3.14	having money allotted for replacement or maintenance of equipment	2.83
83	3.13	how to help parents answer their child's questions on sex	2.68
84	3.07	having more funds available for indoor play equipment such as trucks, housekeeping things, building equipment and manipulative toys	2.74
85	3.07	hospital staff not recognizing the validity of parent's signature on child's emergency release form; thus refusing to treat the child	2.39

RANK	CONCERN (means)	PROBLEM STATEMENT	FREQUENCY (means)
86	3.06	finding qualified substitutes	2.88
87	3.03	not having a comfortable area away from the children for staff to use during their break or for meetings	2.85
88	3.01	the short training period of CETA workers	2.89
89	2.96	adapting one's facilities and equipment to meet the needs of handicapped or older children	2.58
90	2.89	teacher taking a discipline problem as a personal affront	2.56
91	2.83	getting the owner or director more involved in what is happening in the classroom	2.46
92	2.81	day care centers being housed in facilities that are not designed for them -- basements, several classes in one room, etc.	2.36
Not At All			
93	2.80	lack of parking space for parents at the Center	2.77
94	2.78	the small playground area at the center	2.47
95	2.72	finding some child-size chairs that would be comfortable for adults too	2.60
96	2.67	dealing with county supervisors (whom we do not feel are qualified to give us supervision)	2.47
97	2.62	lack of a sink in the classroom	2.19
98	2.61	how to handle children's questions on sex	2.04
99	2.56	finding a way to insure my being paid on time	2.23
100	2.46	the need for a welfare specialist to help only with program development. This would be someone other than the specialist who handles certification	2.26
101	2.33	lack of black staff applicants in a predominantly white center	2.06
102	2.21	too many teachers planning to use a center owned van on the same day	2.12
103	1.87	lack of white staff applicants in a predominantly black center	1.78

TABLE 2-12
CENTER TEACHER'S PROBLEMS
Ranked (means) by Frequency
(includes concern)

RANK	FREQUENCY (means)	PROBLEM STATEMENT	CONCERN (means)
Always			
1	4.45	the need for cost of living salary increases	4.70
2	4.28	improving the pay for those working in day care	4.81
3	4.21	salaries being too low to attract or keep qualified people working in day care	4.36
4	3.95	ways to involve community workers and professionals in the center	3.60
5	3.95	the need for parent education in handling the behavioral problems of children	4.43
6	3.87	parents who neglect the personal care of	4.46
7	3.76	acquiring fringe benefits for staff (retirement, insurance, sick leave, etc)	4.33
8	3.74	lack of parent responsiveness and feedback about what is happening at home	4.29
9	3.67	getting financial aid to take college courses	3.62
10	3.64	getting additional funds for special needs of children, such as health and psychological services	4.42
Occasionally			
11	3.53	carelessness of the staff and children in handling the center's materials and equipment	3.46
12	3.50	establishing the use of a promotional ladder and incentives for day care workers	3.73
13	3.46	the way FCWD and other agencies put money into researching day care centers when the money could be used by the day care centers to meet real needs	3.92
14	3.46	having more money allocated for field trips	3.92
15	3.42	the need for more social workers to handle family problems	4.14
16	3.41	finding opportunities to visit other centers to get new ideas	4.02

RANK	FREQUENCY (means)	PROBLEM STATEMENT	CONCERN (means)
17	3.40	finding ways to involve parents in center activities	3.64
18	3.33	having a quality day care program rather than a babysitting service	3.87
19	3.31	dealing with parents who abuse and/or neglect their children	4.17
20	3.30	the indifference of politicians in focusing on day care issues	3.46
21	3.29	improving staff communication	3.67
22	3.29	getting parents to convey information about their child directly to the teacher rather than to the director	3.70
23	3.27	parents not marking their child's clothing	3.43
24	3.27	how to get more males into day care work	3.42
25	3.27	inconvenience to staff because parents don't telephone to let Center know their child will be coming late	3.52
26	3.27	the image that the public has of those working in day care (simply as babysitters)	3.76
27	3.25	educating parents about the benefits of good nutrition	3.59
28	3.25	having more of the training workshops for the teachers taught by people who are directly involved in day care	3.67
29	3.25	getting funds for audiovisual equipment	3.73
30	3.24	establishing an organized, readily available and ongoing staff training program	3.86
31	3.23	the need for training staff to recognize and deal with children with special needs	3.70
32	3.23	how teachers handle behavioral problems of children	3.84
33	3.21	lack of full commitment of staff due to minimal pay	3.41
34	3.19	dealing with the parent who will not seek outside help for his/her child with a special problem	4.17
35	3.18	helping parents through a crisis period	3.96

RANK	FREQUENCY (means)	PROBLEM STATEMENT	CONCERN (means)
36	3.18	finding a specialist to help with special problems in the classroom	3.78
37	3.17	having an organization to speak for staff concerns	3.82
38	3.16	how to handle a child who pinches, bites, or uses other forms of physical aggression upon others	3.84
39	3.16	finding places appropriate for field trips	3.61
40	3.16	having up-to-date day care training programs	3.77
41	3.16	finding ways to educate the public as to what constitutes quality day care	3.77
42	3.14	dealing with children who come from homes which hold dramatically different values than the center	3.76
43	3.14	helping a new child feel comfortable with the class	3.90
44	3.14	finding convenient times to offer staff training that do not conflict with the work schedule	3.50
45	3.13	obtaining funds for non-expendable indoor equipment	3.44
46	3.13	Welfare Department offering courses more suitable to our needs	3.45
47	3.12	having training programs offering appropriate activities for different age groups	3.69
48	3.11	the inspectors criticizing the bad things while ignoring the good things at our center	3.56
49	3.10	getting money for outdoor or "large muscle" equipment	3.63
50	3.09	getting parents involved in the Parent Advisory Board	3.31
51	3.09	finding a list of places to contact for free supplies	3.60
52	3.08	getting the child with emotional problems into the Mental Health Center without having to wait several months	3.68
53	3.07	finding ways of helping a child who is upset when his/her parent leaves him/her at the center	3.48

RANK	FREQUENCY (means)	PROBLEM STATEMENT	CONCERN (means)
54	3.06	having day care courses for credit available to staff	3.86
55	3.05	the way universities and colleges do not prepare students in the field of Child Development for the realities of day care	3.38
56	3.00	having enough outdoor play equipment	3.44
57	3.00	having Child Development training available to others in the community	3.40
58	3.00	acquiring of equipment for teaching skills	3.50
59	2.98	the need for teachers to have input in center and classroom decision-making	3.58
60	2.98	cost of transportation for field trips	3.33
61	2.97	finding time to prepare for activities	3.43
62	2.96	certification not being available for Early Childhood degrees	3.30
63	2.96	finding ways to enable workers to get release time to take non-welfare training programs	3.23
64	2.95	parents who have unrealistic expectations of teachers	3.56
65	2.92	dealing with people at the State level of licensing whom we do not feel are qualified to evaluate us	3.46
66	2.92	getting more money for expendable supplies such as art supplies, paints and crayons	3.51
67	2.90	the need for more staff per class	3.24
68	2.89	the short training period of CETA workers	3.01
69	2.89	helping parents find emergency child care	3.52
70	2.88	finding qualified substitutes	3.06
71	2.88	developing a parent education program as a component to our center	3.41
72	2.86	the small classroom space within the center	3.25
73	2.85	how to handle the child who continues to use obscenities in the center	3.37

RANK	FREQUENCY (means)	PROBLEM STATEMENT	CONCERN (means)
74	2.85	not having a comfortable area away from the children for staff to use during their break or for meetings	3.03
75	2.85	how to handle a child who takes things home that don't belong to him/her	3.42
76	2.83	parents who don't help their child to follow through on "homework" assignments	3.49
77	2.83	having money allotted for replacement or maintenance of equipment	3.14
78	2.83	getting a list of resource agencies to which we can direct parents and/or children with special needs for help	3.62
79	2.80	a need for staff and administrators to understand the law as it affects day care	3.30
80	2.80	the somewhat harsh manner in which untrained staff sometimes communicate with the children	3.16
81	2.80	lack of a facility or day care home to send a sick child to when his/her parents can't leave work	3.44
82	2.79	getting equipment appropriate for age level in the classroom; for example, several round tables as opposed to one long one	3.20
83	2.77	lack of parking space for parents at the Center	2.80
84	2.74	having more funds available for indoor play equipment such as trucks, housekeeping things, building equipment and manipulative toys	3.07
85	2.70	conflict between what parents want for their children (A.B.C.'s and numbers) and what the Welfare Department tells us to offer	2.70
86	2.68	how to help parents answer their child's questions on sex	3.13
87	2.67	how to handle a sick child when we can't reach his/her parent but feel he/she needs to see a nurse	3.69
88	2.67	having enough basic supplies such as sheets and cots	3.25
89	2.60	finding some child-size chairs that would be comfortable for adults too	2.72

RANK	FREQUENCY (means)	PROBLEM STATEMENT	CONCERN (means)
Never			
90	2.58	adapting one's facilities and equipment to meet the needs of handicapped or older children	2.96
91	2.56	teacher taking a discipline problem as a personal affront	2.89
92	2.47	dealing with county supervisors (whom we do not feel are qualified to give us supervision)	2.67
93	2.47	the small playground area at the center	2.78
94	2.46	getting the owner or director more involved in what is happening in the classroom	2.83
95	2.39	hospital staff not recognizing the validity of parent's signature on child's emergency release form; thus refusing to treat the child	3.07
96	2.36	day care centers being housed in facilities that are not designed for them -- basements, several classes in one room, etc.	2.81
97	2.26	the need for a welfare specialist to help only with program development. This would be someone other than the specialist who handles certification	2.46
98	2.23	finding a way to insure my being paid on time	2.56
99	2.26	lack of a sink in the classroom	2.62
100	2.12	too many teachers planning to use a center-owned van on the same day	2.21
101	2.06	lack of black staff applicants in a predominantly white center	2.33
102	2.04	how to handle children's questions on sex	2.61
103	1.78	lack of white staff applicants in a predominantly black center	1.87

TABLE 2-13

DIRECTOR'S RANKING OF CENTER TEACHER'S PROBLEMS

Ranked (Means) by Concern
(includes frequency)

Rank	Concern Mean	Problem Statement	Frequency Mean
Extremely			
1	4.87	improving the pay for those working in day care	3.56
2	4.75	salaries being too low to attract or keep qualified people working in day care	4.41
3	4.70	the need for cost of living salary increases	4.18
4	4.50	dealing with the parent who will not seek outside help for his/her child with a special problem	3.00
5	4.43	getting money for outdoor or "large muscle" equipment	3.11
6	4.43	finding ways to educate the public as to what constitutes quality day care	2.41
7	4.37	obtaining funds for non-expendable indoor equipment	3.94
8	4.37	having a quality day care program rather than a babysitting service	2.94
9	4.33	the indifference of politicians in focusing on day care issues	4.06
10	4.33	the image that the public has of those working in day care (simply as babysitters)	3.68
11	4.29	parents who neglect the personal care of their child	3.25
12	4.25	getting additional funds for special needs of children, such as health and psychological services	3.25
13	4.25	getting more money for expendable supplies such as art supplies, paints and crayons	3.37
14	4.25	the inspectors criticizing the bad things while ignoring the good things at our center	3.52

Rank	Concern Mean	Problem Statement	Frequency Mean
15	4.18	the need for parent education in handling the behavioral problems of children	2.23
16	4.18	having day care courses for credit available to staff	3.31
17	4.13	dealing with parents who abuse and/or neglect their children	3.06
18	4.06	the somewhat harsh manner in which untrained staff sometimes communicate with the children	2.93
19	4.06	the way universities and colleges do not prepare students in the field of Child Development for the realities of day care	3.41
20	4.00	having up-to-date day care training programs	3.70
21	4.00	finding a list of places to contact for free supplies	3.75
22	4.00	helping parents through a crisis period	3.12
23	4.00	having more of the training workshops for the teachers taught by people who are directly involved in day care	3.60
24	4.00	having money allotted for replacement or maintenance of equipment	3.73
25	3.93	how teachers handle behavioral problems of children	2.88
26	3.93	finding ways to involve parents in center activities	3.70
27	3.93	acquiring fringe benefits for staff (retirement, insurance, sick leave, etc.)	2.94
28	3.92	parents who have unrealistic expectations of teachers	3.33
29	3.87	getting financial aid to take college courses	3.56
30	3.87	how to handle a child who pinches, bites, or uses other forms of physical aggression upon others	2.87
31	3.87	improving staff communication	3.23

Rank	Concern Mean	Problem Statement	Frequency Mean
32	3.87	establishing the use of a promotional ladder and incentives for day care workers	3.70
33	3.87	day care centers being housed in facilities that are not designed for them--basements, several classes in one room, etc.	2.94
34	3.86	adapting one's facilities and equipment to meet the needs of handicapped or older children	3.00
35	3.81	dealing with people at the State level of licensing whom we do not feel are qualified to evaluate us	3.52
36	3.81	developing a parent education program as a component to our center	3.35
37	3.81	getting parents involved in the Parent Advisory board	3.05
38	3.81	finding convenient times to offer staff training that do not conflict with the work schedule	3.58
39	3.80	acquiring of equipment for teaching skills	3.31
40	3.75	how to get more males into day care work	3.70
41	3.75	how to handle a sick child when we can't reach his/her parent but feel he/she needs to see a nurse	1.75
42	3.75	lack of a facility or day care home to send a sick child to when his/her parents can't leave work	3.17
43	3.75	having training programs offering appropriate activities for different age groups	3.50
44	3.75	getting the child with emotional problems into the Mental Health Center without having to wait several months	2.94
45	3.75	establishing an organized, readily available and on-going staff training program	3.52
46	3.73	having more money allocated for field trips	3.76
Somewhat			
47	3.68	helping parents find emergency child care	3.17

Rank	Concern Mean	Problem Statement	Frequency Mean
48	3.68	the way FCWD and other agencies put money into researching day care centers when the money could be used by the day care centers to meet real needs	3.05
49	3.68	carelessness of the staff and children in handling the center's materials and equipment	3.82
50	3.68	how to handle the child who continues to use obscenities in the center	3.00
51	3.68	finding a specialist to help with special problems in the classroom	3.81
52	3.66	having more funds available for indoor play equipment such as trucks, housekeeping things, building equipment and manipulative toys	3.18
53	3.66	Welfare Department offering courses more suitable to our needs	3.31
54	3.66	lack of full commitment of staff due to minimal pay	3.18
55	3.62	certification not being available for Early Childhood degrees	4.29
56	3.62	a need for staff and administrators to understand the law as it affects day care	2.11
57	3.62	dealing with children who come from homes which hold dramatically different values than, the center	3.17
58	3.62	the need for training staff to recognize and deal with children with special needs	3.35
59	3.62	getting funds for audio-visual equipment	2.47
60	3.62	educating parents about the benefits of good nutrition	3.58
61	3.62	ways to involve community workers and professionals in the center	2.76
62	3.56	the short training period of CETA workers	3.56
63	3.52	cost of transportation for field trips	3.43
64	3.50	finding qualified substitutes	3.29

Rank	Concern Mean	Problem Statement	Frequency Mean
65	3.50	hospital staff not recognizing the validity of parent's signature on child's emergency release form; thus refusing to treat the child	2.88
66	3.50	lack of parent responsiveness and feedback about what is happening at home	3.29
67	3.50	the need for more social workers to handle family problems	3.00
68	3.43	finding ways to enable workers to get release time to take non-welfare training programs	3.31
69	3.43	helping a new child feel comfortable with the class	2.70
70	3.37	inconvenience to staff because parents don't telephone to let center know their child will be coming late	3.00
71	3.37	having enough outdoor play equipment	2.25
72	3.37	having an organization to speak for staff concerns	4.70
73	3.33	dealing with county supervisors (whom we do not feel are qualified to give us supervision)	2.81
74	3.31	having enough basic supplies such as sheets and cots	2.76
75	3.31	getting a list of resource agencies to which we can direct parents and/or children with special needs for help	2.64
76	3.31	finding ways of helping a child who is upset when his/her parent leaves him/her at the center	2.76
77	3.31	how to handle a child who takes things home that don't belong to him/her	3.23
78	3.26	having child development training available to others in the community	3.00
79	3.25	the need for more staff per class	3.05
80	3.25	lack of parking space for parents at the center	2.94
81	3.25	parents not marking their child's clothing	2.76

Rank	Concern Mean	Problem Statement	Frequency Mean
82	3.12	teacher taking a discipline problem as a personal affront	3.41
83	3.06	getting equipment appropriate for age level in the classroom; for example, several round tables as opposed to one long one	2.75
84	3.00	the need for teachers to have in-put in center and classroom decision-making	3.05
85	3.00	getting parents to convey information about their child directly to the teacher rather than to the director	2.58
86	3.00	the need for a welfare specialist to help only with program development. This would be someone other than the specialist who handles certification	2.70
87	2.93	parents who don't help their child to follow through on "homework" assignments	3.70
88	2.81	finding time to prepare for activities	3.17
89	2.75	how to handle children's questions on sex	2.52
90	2.75	how to help parents answer their child's questions on sex	3.56
91	2.68	conflict between what parents want for their children (A.B.C.'s and numbers) and what the Welfare Department tells us to offer	2.58
92	2.62	the small classroom space within the center	3.82
93	2.62	finding places appropriate for field trips	3.68
94	2.43	lack of black staff applicants in a predominantly white center	2.88
95	2.37	lack of a sink in the classroom	3.82
Not at all			
96	2.31	finding a way to insure my being paid on time	2.00
97	2.20	getting the owner or director more involved in what is happening in the classroom	1.87

Rank	Concern Mean	Problem Statement	Frequency Mean
98	2.06	finding some child-size chairs that would be comfortable for adults too	2.05
99	1.93	not having a comfortable area away from the children for staff to use during their break or for meetings	1.76
100	1.92	too many teachers planning to ue a center-owned van on the same day	1.73
101	1.75	the small playground area at the center	2.64
102	1.68	lack of white staff applicants in a predominantly black center	1.35

TABLE 2-14

DIRECTOR'S RANKING OF CENTER TEACHER'S PROBLEMS

Ranked (Means) by Frequency
(includes concern)

Rank	Frequency Mean	Problem Statement	Concern Mean
Always			
1	4.70	having an organization to speak for staff concerns	3.37
2	4.41	salaries being too low to attract or keep qualified people working in day care	4.75
3	4.29	certification not being available for Early Childhood degrees	3.62
4	4.18	the need for cost of living salary increases	4.70
5	4.06	the indifference of politicians in focusing on day care issues	4.33
6	3.94	obtaining funds for non-expendable indoor equipment	4.37
7	3.82	lack of a sink in the classroom	2.37
8	3.82	the small classroom space within the center	2.62
9	3.82	carelessness of the staff and children in handling the center's materials and equipment	3.68
10	3.81	finding a specialist to help with special problems in the classroom	3.68
11	3.76	having more money allocated for field trips	3.73
12	3.75	finding a list of places to contact for free supplies	4.00
13	3.73	having money allotted for replacement or maintenance of equipment	4.00
14	3.70	parents who don't help their child to follow through on "homework" assignments	2.93
15	3.70	establishing the use of a promotional ladder and incentives for day care workers	3.87

Rank	Frequency Mean	Problem Statement	Concern Mean
16	3.70	finding ways to involve parents in center activities	3.93
17	3.70	how to get more males into day care work	3.75
18	3.70	having up-to-date day care training programs	4.00
Occasionally			
19	3.68	finding places appropriate for field trips	2.62
20	3.68	the image that the public has of those working in day care (simply as babysitters)	4.33
21	3.60	having more of the training workshops for the teachers taught by people who are directly involved in day care	4.00
22	3.58	finding convenient times to offer staff training that does not conflict with the work schedule	3.81
23	3.56	getting financial aid to take college courses	3.87
24	3.56	how to help parents answer their child's questions on sex	2.75
25	3.56	the short training period of CETA workers	3.56
26	3.56	improving the pay for those working in day care	4.87
27	3.52	establishing an organized, readily available and on-going staff training program	3.75
28	3.52	dealing with people at the State level of licensing whom we do not feel are qualified to evaluate us	3.81
29	3.52	the inspectors criticizing the bad things while ignoring the good things at our center	4.25
30	3.50	having training programs offering appropriate activities for different age groups	3.75
31	3.43	cost of transportation for field trips	3.52
32	3.41	teacher taking a discipline problem as a personal affront	3.12
33	3.41	the way universities and colleges do not prepare students in the field of Child Development for the realities of day care	4.06

Rank	Frequency Mean	Problem Statement	Concern Mean
34	3.37	getting more money for expendable supplies such as art supplies, paints and crayons	4.25
35	3.35	the need for training staff to recognize and deal with children with special needs	3.62
36	3.35	educating parents about the benefits of good nutrition	3.62
37	3.35	developing a parent education program as a component of our center	3.81
38	3.33	parents who have unrealistic expectations of teachers	3.92
39	3.31	acquiring of equipment for teaching skills	3.80
40	3.31	finding ways to enable workers to get release time to take non-welfare training programs	3.43
41	3.31	Welfare Department offering courses more suitable to our needs	3.66
42	3.31	having day care courses for credit available to staff	4.18
43	3.29	finding qualified substitutes	3.50
44	3.29	lack of parent responsiveness and feedback about what is happening at home	3.50
45	3.25	getting additional funds for special needs of children, such as health and psychological services	4.25
46	3.25	finding opportunities to visit other Centers to get new ideas	
47	3.25	parents who neglect the personal care of their child	4.29
48	3.23	how to handle a child who takes things home that don't belong to him/her	3.31
49	3.23	improving staff communication	3.87
50	3.18	lack of full commitment of staff due to minimal pay	3.66

Rank	Frequency Mean	Problem Statement	Concern Mean
51	3.18	having more funds available for indoor play equipment such as trucks, housekeeping things, building equipment and manipulative toys	3.66
52	3.17	finding time to prepare for activities	2.81
53	3.17	helping parents find emergency child care	3.68
54	3.17	dealing with children who come from homes which hold dramatically different values than the center	3.62
55	3.17	lack of a facility or day care home to send a sick child to when his/her parent's can't leave work	3.75
56	3.12	helping parents through a crisis period	4.00
57	3.11	getting money for outdoor or "large muscle" equipment	4.43
58	3.06	dealing with parents who abuse and/or neglect their children	4.13
59	3.05	the way FCWD and other agencies put money into researching day care centers when the money can be used by the day care centers to meet real needs	3.68
60	3.05	the need for teachers to have in-put in center and classroom decision-making	3.00
61	3.05	the need for more staff per class	3.25
62	3.05	getting parents involved in the Parent Advisory Board	3.81
63	3.00	having Child Development training available to others in the community	3.26
64	3.00	inconvenience to staff because parents don't telephone to let center know their child will be coming late	3.37
65	3.00	the need for more social workers to handle family problems	3.50
66	3.00	how to handle the child who continues to use obscenities in the center	3.68

Rank	Frequency Mean	Problem Statement	Concern Mean
67	3.00	adapting one's facilities and equipment to meet the needs of handicapped or older children	3.86
68	3.00	dealing with the parent who will not seek outside help for his/her child with a special problem	4.50
69	2.94	getting the child with emotional problems into the Mental Health Center without having to wait several months	3.75
70	2.94	having a quality day care program rather than a babysitting service	4.37
71	2.94	acquiring fringe benefits for staff (retirement, insurance, sick leave, etc.)	3.93
72	2.94	lack of parking space for parents at the Center	3.25
73	2.94	day care centers being housed in facilities that are not designed for them--basements, several classes in one room, etc.	3.87
74	2.93	the somewhat harsh manner in which untrained staff sometimes communicate with the children	4.06
75	2.88	lack of black staff applicants in a predominantly white center	2.43
76	2.88	hospital staff not recognizing the validity of parent's signature on child's emergency release form; thus, refusing to treat the child	3.50
77	2.88	how teachers handle behavioral problems of children	3.93
78	2.87	how to handle a child who pinches, bites, or uses other forms of physical aggression upon others	3.87
79	2.81	dealing with county supervisors (whom we do not feel are qualified to give us supervision)	3.33
80	2.76	parents not marking their child's clothing	3.25
81	2.76	having enough basic supplies such as sheets and cots	3.31
82	2.76	finding ways to help a child who is upset when his/her parents leave him/her at the center	3.31

Rank	Frequency Mean	Problem Statement	Concern Mean
83	2.76	ways to involve community workers and professionals in the center	3.62
84	2.75	getting equipment appropriate for age level in the classroom; for example, several round tables as opposed to one long one	3.06
85	2.70	helping a new child feel comfortable with the class	3.43
86	2.70	the need for a welfare specialist to help only with program development. This would be someone other than the specialist who handles certification	3.00
87	2.64	the small playground area at the center	1.75
88	2.64	getting a list of resource agencies to which we can direct parents and/or children with special needs for help	3.31
89	2.58	conflict between what parents want for their children (A.B.C.'s and numbers) and what the Welfare Department tells us to offer	2.68
90	2.58	getting parents to convey information about their child directly to the teacher rather than to the director	3.00
Never			
91	2.52	how to handle children's questions on sex	2.75
92	2.47	getting funds for audio-visual equipment	3.62
93	2.41	finding ways to educate the public as to what constitutes quality day care	4.43
94	2.25	having enough outdoor play equipment	3.37
95	2.23	the need for parent education in handling the behavioral problems of children	4.18
96	2.11	a need for staff and administrators to understand the law as it affects day care	3.62
97	2.05	finding some child-size chairs that would be comfortable for adults too	2.06
98	2.00	finding a way to insure my being paid on time	2.31

Rank	Frequency Mean	Problem Statement	Concern Mean
99	1.87	getting the owner or director more involved in what is happening in the classroom	2.20
100	1.76	not having a comfortable area away from the children for staff to use during their break or for meetings	1.93
101	1.75	how to handle a sick child when we can't reach his/her parent but feel he/she needs to see a nurse	3.75
102	1.73	too many teachers planning to use a center-owned van on the same day	1.92
103	1.35	lack of white staff applicants in a predominantly black center	1.68

TABLE 2-15

CENTER TEACHERS PROBLEMS RANKED BY SPECIALIST ON CONCERN

(includes Frequency)

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Extremely			
1	5.00	dealing with parents who abuse and/or neglect their children	2.57
2	4.71	having a quality day care program rather than a babysitting service	3.43
3	4.57	salaries being too low to attract or keep qualified people working in day care	4.14
4	4.57	parents who neglect the personal care of their child	3.14
5	4.57	the Welfare Department offering courses more suitable to our needs	3.43
6	4.50	dealing with the parent who will not seek outside help for his/her child with a special problem	3.13
7	4.50	getting additional funds for special needs of children, such as health and psychological services	3.38
8	4.43	finding a way to insure my being paid on time	3.00
9	4.38	how teachers handle behavioral problems of children	3.13
10	4.38	the need for parent education in handling the behavioral problems of children	3.13
11	4.29	the need for cost of living salary increases	4.00
12	4.29	lack of full commitment of staff due to minimal pay	3.86
13	4.29	educating parents about the benefits of good nutrition	3.57
14	4.29	the indifference of politicians in focusing on day care issues	3.86
15	4.14	the need for more staff per class	3.86

Rank	Concern (Means)	Problem Statement	Frequency (Means)
16	4.14	developing a parent education program as a component to our center	3.57
17	4.14	the image that the public has of those working in day care (simply as babysitters)	3.71
18	4.14	how to handle a child who pinches, bites, or uses other forms of physical aggression upon others	3.14
19	4.14	how to handle the child who continues to use obscenities in the center	2.86
20	4.14	the need for training staff to recognize and deal with children with special needs	3.57
21	4.13	dealing with children who come from homes which hold dramatically different values than the center	3.25
22	4.13	improving the pay for those working in day care	4.38
23	4.00	the somewhat harsh manner in which untrained staff sometimes communicate with the children	3.29
24	4.00	finding convenient times to offer staff training that do not conflict with the work schedule	4.00
25	4.00	having more money allocated for field trips	3.50
26	4.00	establishing the use of a promotional ladder and incentives for day care workers	3.14
27	4.00	hospital staff not recognizing the validity of parent's signature on child's emergency release form; thus refusing to treat the child	2.43
28	4.00	getting a list of resource agencies to which we can direct parents and/or children with special needs for help	3.14
29	4.00	getting the child with emotional problems into the Mental Health Center without having to wait several months	2.86
30	4.00	lack of parent responsiveness and feedback about what is happening at home	2.88
31	3.88	helping a new child feel comfortable with the class	2.63
32	3.88	finding a specialist to help with special problems in the classroom	3.25

Rank	Concern (Means)	Problem Statement	Frequency (Means)
33	3.86	getting the owner or director more involved in what is happening in the classroom	3.71
34	3.86	how to get more males into day care work	3.86
35	3.86	getting parents involved in the Parent Advisory Board	3.57
36	3.86	finding ways to involve parents in center activities	3.71
37	3.86	adapting one's facilities and equipment to meet the needs of handicapped or older children	3.29
38	3.75	helping parents through a crisis period	2.88
39	3.75	establishing an organized, readily available and on-going staff training program	3.25
40	3.75	getting money for outdoor or "large muscle" equipment	3.00
41	3.75	lack of a facility or day care home to send a sick child to when his/her parents can't leave work	3.00
42	3.71	the need for a welfare specialist to help only with program development. This would be someone other than the specialist who handles certification	3.43
43	3.71	acquiring of equipment for teaching skills	3.14
44	3.71	finding qualified substitutes	3.29
45	3.63	how to handle a sick child when we can't reach his/her parent but feel he/she needs to see a nurse	2.75
46	3.57	finding a list of places to contact for free supplies	3.00
47	3.57	having more of the training workshops for the teachers taught by people who are directly involved in day care	2.71
48	3.50	having enough outdoor play equipment	2.75
49	3.50	how to handle a child who takes things home that don't belong to him/her	2.25
50	3.50	finding time to prepare for activities	3.25
51	3.50	the small playground area at the center	3.00
52	3.43	day care centers being housed in facilities that are not designed for them--basements, several classes in one room, etc.	2.86

Rank	Concern (Means)	Problem Statement	Frequency (Means)
53	3.43	not having a comfortable area away from the children for staff to use during their break or for meetings	2.57
54	3.43	getting parents to convey information about their child directly to the teacher rather than to the director	2.57
55	3.43	how to handle children's questions on sex	2.71
56	3.43	having child development training available to others in the community	3.00
57	3.43	inconvenience to staff because parents don't telephone to let center know their child will be coming late	2.86
58	3.43	finding ways to enable workers to get release time to take non-welfare training programs	3.14
59	3.38	ways to involve community workers and professionals in the center	3.13
60	3.38	parents who don't help their child to follow through on "homework" assignments	2.25
61	3.38	helping parents find emergency child care	2.63
62	3.38	a need for staff and administrators to understand the law as it affects day care	3.00
63	3.29	finding ways of helping a child who is upset when his/her parent leaves him/her at the center	2.71
64	3.29	dealing with county supervisors (whom we do not feel are qualified to give us supervision)	3.00
65	3.27	having more funds available for indoor play equipment such as trucks, housekeeping things, building equipment and manipulative toys	2.86
66	3.25	the need for more social workers to handle family problems	2.63
67	3.25	the way FCWD and other agencies put money into researching day care centers when the money could be used by the day care centers to meet real needs	2.63
68	3.25	having training programs offering appropriate activities for different age groups	2.50

Rank	Concern (Means)	Problem Statement	Frequency (Means)
69	3.25	having an organization to speak for staff concerns	2.75
70	3.25	obtaining funds for non-expendable indoor equipment	3.25
Somewhat			
71	3.14	cost of transportation for field trips	2.71
72	3.14	having enough basic supplies such as sheets and cots	2.14
73	3.14	the short training period of CETA workers	2.71
74	3.13	getting more money for expendable supplies such as art supplies, paints and crayons	3.13
75	3.13	getting funds for audio-visual equipment	2.63
76	3.13	dealing with people at the State level of licensing whom we do not feel are qualified to evaluate us	2.75
77	3.13	the small classroom space within the center	3.00
78	3.00	the inspectors criticizing the bad things while ignoring the good things at our center	2.63
79	3.00	finding opportunities to visit other centers to get new ideas	2.38
80	3.00	parents who have unrealistic expectations of teachers	2.71
81	3.00	how to help parents answer their child's questions on sex	2.50
82	3.00	finding places appropriate for field trips	2.50
83	3.00	having money allotted for replacement or maintenance of equipment	2.86
84	3.00	acquiring fringe benefits for staff (retirement, insurance, sick leave, etc.)	2.75
85	3.00	the need for teachers to have input in center and classroom decision-making	2.75
86	3.00	getting financial aid to take college courses	2.50
87	2.88	certification not being available for Early Childhood degrees	2.00

Rank	Concern (Means)	Problem Statement	Frequency (Means)
88	2.88	having day care courses for credit available to staff	2.63
89	2.88	improving staff communication	2.38
90	2.86	getting equipment appropriate for age level in the classroom; for example, several round tables as opposed to one long one	2.71
91	2.86	lack of white staff applicants in a predominantly black center	2.71
92	2.75	the way universities and colleges do not prepare students in the field of child development for the realities of day care	2.63
93	2.75	having up-to-date care training programs	2.50
94	2.75	teacher taking a discipline problem as a personal affront	1.38
95	2.63	lack of black staff applicants in a predominantly white center	3.00
96	2.63	finding ways to educate the public as to what constitutes quality day care	2.88
97	2.63	parents not marking their child's clothing	2.88
98	2.63	conflict between what parents want for their children (A.B.V.'s and numbers) and what the Welfare Department tells us to offer	2.50
99	2.50	carelessness of the staff and children in handling the center's materials and equipment	2.38
100	2.50	lack of a sink in the classroom	2.00
101	2.43	too many teachers planning to use a center-owned van on the same day	2.14
102	2.43	finding some child-size chairs that would be comfortable for adults too	1.86
Not at all			
103	1.75	lack of parking space for parents at the center	1.63

TABLE 2-16

CENTER TEACHERS PROBLEMS RANKED BY SPECIALIST ON FREQUENCY

(includes Concern)

Rank	Frequency (Means)	Problem Statement	Concern (Means)
Always			
1	4.38	improving the pay for those working in day care	4.13
2	4.14	salaries being too low to attract or keep qualified people working in day care	4.57
3	4.00	finding convenient times to offer staff training that do not conflict with the work schedule	4.00
4	4.00	the need for cost of living salary increases	4.29
5	3.86	the need for more staff per class	4.14
6	3.86	the indifference of politicians in focusing on day care issues	4.29
7	3.86	how to get more males into day care work	2.86
8	3.86	lack of full commitment of staff due to minimal pay	4.29
9	3.71	getting the owner or director more involved in what is happening in the classroom	3.86
10	3.71	finding ways to involve parents in center activities	3.86
11	3.71	the image that the public has of those working in day care (simply as babysitters)	4.14
12	3.57	getting parents involved in the Parent Advisory Board	3.86
13	3.57	developing a parent education program as a component to our center	4.14
14	3.57	the need for training staff to recognize and deal with children with special needs	4.14
15	3.57	educating parents about the benefits of good nutrition	4.29

Rank	Frequency (Means)	Problem Statement	Concern (Means)
16	3.50	having more money allocated for field trips	4.00
17	3.43	the need for a welfare specialist to help only with program development. This would be someone other than the specialist who handles certification	3.71
18	3.43	Welfare Department offering courses more suitable to our needs	4.57
19	3.43	having a quality day care program rather than a babysitting service	4.71
20	3.38	getting additional funds for special needs of children, such as health and psychological services	4.50
Occasionally			
21	3.29	finding qualified substitutes	3.71
22	3.29	adapting one's facilities and equipment to meet the needs of handicapped or older children	3.86
23	3.29	the somewhat harsh manner in which untrained staff sometimes communicate with the children	4.00
24	3.25	finding time to prepare for activities	3.50
25	3.25	establishing an organized, readily available and on-going staff training program	3.75
26	3.25	obtaining funds for non-expendable indoor equipment	3.25
27	3.25	finding a specialist to help with special problems in the classroom	3.88
28	3.25	dealing with children who come from homes which hold dramatically different values than the center	4.13
29	3.14	how to handle a child who pinches, bites, or uses other forms of physical aggression upon others	4.14
30	3.14	getting a list of resource agencies to which we can direct parents and/or children with special needs for help	4.00
31	3.14	establishing the use of a promotional ladder and incentives for day care workers	4.00
32	3.14	acquiring of equipment for teaching skills	3.71
33	3.14	finding ways to enable workers to get release time to take non-welfare training programs	3.43

Rank	Frequency (Means)	Problem Statement	Concern (Means)
34	3.14	parents who neglect the personal care of their child	4.57
35	3.13	getting more money for expendable supplies such as art supplies, paints and crayons	3.13
36	3.13	ways to involve community workers and professionals in the center	3.38
37	3.13	dealing with the parent who will not seek outside help for his/her child with a special problem	4.50
38	3.13	how teachers handle behavioral problems of children	4.38
39	3.13	the need for parent education in handling the behavioral problems of children	4.38
40	3.00	a need for staff and administrators to understand the law as it affects day care	3.38
41	3.00	getting money for outdoor or "large muscle" equipment	3.75
42	3.00	lack of a facility or day care home to send a sick child to when his/her parents can't leave work	3.75
43	3.00	lack of black staff applicants in a predominantly white center	2.63
44	3.00	having child development training available to others in the community	3.43
45	3.00	finding a way to insure my being paid on time	4.43
46	3.00	the small classroom space within the center	3.13
47	3.00	finding a list of places to contact for free supplies	3.57
48	3.00	the small playground area at the center	3.50
49	3.00	dealing with county supervisors (whome we do not feel are qualified to give us supervision)	3.29
50	2.88	finding ways to educate the public as to what constitutes quality day care	2.63
51	2.88	parents not marking their child's clothing	2.63
52	2.88	lack of parent responsiveness and feedback about what is happening at home	4.00

Rank	Frequency (Means)	Problem Statement	Concern (Means)
53	2.88	helping parents through a crisis period	3.75
54	2.86	getting the child with emotional problems into the Mental Health Center without having to wait several months	4.00
55	2.86	having money allotted for replacement or maintenance of equipment	3.00
56	2.86	having more funds available for indoor play equipment such as trucks, housekeeping things, building equipment and manipulative toys	3.27
57	2.86	how to handle the child who continues to use obscenities in the center	4.14
58	2.86	inconvenience to staff because parents don't telephone to let center know their child will be coming late	3.43
59	2.86	day care centers being housed in facilities that are not designed for them--basements, several classes in one room, etc.	3.43
60	2.75	how to handle a sick child when we can't reach his/her parent but feel he/she needs to see a nurse	3.63
61	2.75	having an organization to speak for staff concerns	3.25
62	2.75	dealing with people at the State level of licensing whem we do not feel are qualified to evaluate us	3.13
63	2.75	acquiring fringe benefits for staff (retirement, insurance, sick leave, etc.)	3.00
64	2.75	the need for teachers to have in-put in center and classroom decision-making	3.00
65	2.75	having enough outdoor play equipment	3.50
66	2.71	getting equipment appropriate for age level in the classroom; for example, several round tables as opposed to one long one	2.86
67	2.71	lack of white staff applicants in a predominantly black center	2.86
68	2.71	finding ways of helping a child who is upset when his/her parent leaves him/her at the center	3.29

Rank	Frequency (Means)	Problem Statement	Concern (Means)
69	2.71	how to handle children's questions on sex	3.43
70	2.71	cost of transportation for field trips	3.14
71	2.71	parents who have unrealistic expectations of teachers	3.00
72	2.71	the short training period of CETA workers	3.14
73	2.71	having more of the training workshops for the teachers taught by people who are directly involved in day care	3.57
74	2.63	helping parents find emergency child care	3.38
75	2.63	the way universities and colleges do not prepare students in the field of child development for the realities of day care	2.75
76	2.63	getting funds for audio-visual equipment	3.13
77	2.63	having day care courses for credit available to staff	2.88
78	2.63	the inspectors criticizing the bad things while ignoring the good things at our center	3.00
79	2.63	the need for more social workers to handle family problems	3.25
80	2.63	the way FCWD and other agencies put money into researching day care centers when the money could be used by the day care centers to meet real needs	3.25
81	2.63	helping a new child feel comfortable with the class	3.88
82	2.57	dealing with parents who abuse and/or neglect their children	5.00
83	2.63	helping a new child feel comfortable with the class	3.88
84	2.57	not having a comfortable area away from the children for staff to use during their break or for meetings	3.43
85	2.57	getting parents to convey information about their child directly to the teacher rather than to the director	3.43
86	2.50	conflict between what parents want for their children (A.B.C.'s and numbers) and what the Welfare Department tells us to offer	2.63

Rank	Frequency (Means)	Problem Statement	Concern (Means)
87	2.50	getting financial aid to take college courses	3.00
88	2.50	finding places appropriate for field trips	3.00
89	2.50	how to help parents answer their child's questions on sex	3.00
90	2.50	having up-to-date day care training programs	2.75
91	2.50	having training programs offering appripriate activities for different age groups	3.25
92	2.43	hospital staff not recognizing the validity of parent's signature on child's emergency release form; thus refusing to treat the child	4.00
93	2.38	improving staff communication	2.88
94	2.38	carelessness of the staff and children in handling the center's materials and equipment	2.50
95	2.38	finding opportunities to visit other centers to get new ideas	3.00
Never			
96	2.25	parents who don't help their child to follow through on "homework" assignments	3.38
97	2.25	how to handle a child who takes things home that don't belong to him/her	3.50
98	2.14	too many teachers planning to use a center-owned van on the same day	2.43
99	2.14	having enough basic supplies such as sheets and cots	3.14
100	2.00	lack of a sink in the classroom	2.50
101	2.00	certification not being available for early childhood degrees	2.88
102	1.86	finding some child-size chairs that would be comfortable for adults too	2.43
103	1.63	lack of parking space for parents at the center	1.75
104	1.38	teacher taking a discipline problem as a personal affront	2.75

TABLE 2-17

CENTER TEACHER'S PROBLEMS
Teacher's Financial Benefits
Ranked (means) by concerns
(includes frequency)

RANK	CONCERN (means)	PROBLEM STATEMENT	FREQUENCY (means)
1	4.81	improving the pay for those working in day care	4.28
2	4.70	the need for cost of living salary increases	4.45
3	4.36	salaries being too low to attract or keep qualified people working in day care	4.21
4	4.33	acquiring fringe benefits for staff (retirement, insurance, sick leave, etc.)	3.76
5	3.73	establishing the use of a promotional ladder and incentives for day care workers	3.50
6	3.41	lack of full commitment of staff due to minimal pay	3.21
7	2.56	finding a way to insure my being paid on time	2.23
	4.38	GRAND MEAN	

TABLE 2-18
CENTER TEACHER'S PROBLEMS
Teacher's Financial Benefits

Ranked (means) by frequency
(includes concerns)

RANK	FREQUENCY (means)	PROBLEM STATEMENT	CONCERN (means)
1	4.45	the need for cost of living salary increases	4.70
2	4.28	improving the pay for those working in day care	4.81
3	4.21	salaries being too low to attract or keep qualified people working in day care	4.36
4	3.76	acquiring fringe benefits for staff (retirements, insurance, sick leave, etc.)	4.33
5	3.50	establishing the use of a promotional ladder and incentives for day care workers	3.73
6	3.21	lack of full commitment of staff due to minimal pay	3.41
7	2.23	finding a way to insure my being paid on time	2.56
	4.04	GRAND MEAN	

TABLE 2-19
DIRECTOR'S RANKING OF CENTER
Teacher's Financial Benefits
Ranked (means) by concern
(includes frequency)

RANK	CONCERN (means)	PROBLEM STATEMENT	FREQUENCY (means)
1	4.87	improving the pay for those working in day care	3.56
2	4.75	salaries being too low to attract or keep qualified people working in day care	4.41
3	4.70	the need for cost of living salary increases	4.18
4	3.93	acquiring fringe benefits for staff (retirement, insurance, sick leave, etc.)	2.94
5	3.87	establishing the use of a promotional ladder and incentives for day care workers	3.70
6	3.66	lack of full commitment of staff due to minimal pay	3.18
7	2.31	finding a way to insure my being paid on time	2.00
	4.42	GRAND MEAN	

TABLE 2-20
DIRECTOR'S RANKING OF CENTER TEACHER'S PROBLEMS
Teacher's Financial Benefits

Ranked (means) by frequency
(includes concern)

RANK	FREQUENCY (means)	PROBLEM STATEMENT	CONCERN (means)
1	4.41	salaries being too low to attract or keep qualified people working in day care	4.75
2	4.18	the need for cost of living salary increases	4.70
3	3.70	establishing the use of a promotional ladder and incentives for day care workers	3.87
4	3.56	improving the pay for those working in day care	4.87
5	3.18	lack of full commitment of staff due to to minimal pay	3.66
6	2.94	acquiring fringe benefits for staff (retirement, insurance, sick leave, etc.)	3.93
7	2.00	finding a way to insure my being paid on time	2.31
	3.80	GRAND MEANS	

TABLE 2-21
Specialist Ranking of Center
Teacher's Problems
Related to Financial Benefits
Ranked (means) by concern
(includes frequency)

Rank	Concern (means)	Problem Statement	Frequency (means)
1	4.57	salaries being too low to attract or keep qualified people working in day care.	4.14
2	4.43	finding a way to insure my being paid on time.	3.00
3	4.29	lack of full commitment of staff due to minimal pay.	3.86
4	4.29	the need for cost of living salary increases.	4.00
5	4.13	improving the pay for those working in day care	4.38
6	4.00	establishing the use of a promotional ladder and incentives for day care workers.	3.14
7	3.00	acquiring fringe benefits for staff (retirement, insurance, sick leave, etc.).	2.75
	4.34	grand mean	

TABLE 2-22

Specialist Ranking of Center Teacher's Problems Related to Financial Benefits Ranked (Means) by frequency (includes concern)

Rank	Frequency (means)	Problem Statement	Concern (means)
1	4.38	improving the pay for those working in day care	4.13
2	4.14	salaries being too low to attract or keep qualified people working in day care	4.57
3	4.00	the need for cost of living salary increases	4.29
4	3.86	lack of full commitment of staff due to minimal pay	4.29
5	3.14	establishing the use of a promotional ladder and incentives for day care workers	4.00
6	3.00	finding a way to insure my being paid on time	4.43
7	2.75	acquiring fringe benefits for staff (retirement, insurance, sick leave, etc.).	3.00
	3.90	grand mean	

TABLE 2-23

PROBLEMS RELATED TO PARENTS (CENTER)

Teacher's Ranking (Means) by Concern
(includes frequency)

Rank	Concern Mean	Problem Statement	Frequency Mean
Extremely			
1	4.46	parents who neglect the personal care of their child	3.87
2	4.29	lack of parent responsiveness and feedback about what is happening at home	3.74
3	4.17	dealing with parents who abuse and/or neglect their children	3.31
4	4.17	dealing with the parent who will not seek outside help for his/her child with a special problem	3.19
5	3.96	helping parents through a crisis period	3.18
6	3.76	dealing with children who come from homes which hold dramatically different values then the center	3.14
Somewhat			
7	3.70	getting parents to convey information about their child directly to the teacher rather than to the director	3.29
8	3.64	finding ways to involve parents in center activities	3.40
9	3.59	educating parents about the benefits of good nutrition	3.25
10	3.56	parents who have unrealistic expectations of teachers	2.95
11	3.52	helping parents find emergency child care	2.89
12	3.52	inconvenience to staff because parents don't telephone to let center know their child will be coming late	3.27
13	3.49	parents who don't help their child to follow through on "homework" assignments	2.83

Rank	Concern Mean	Problem Statement	Frequency Mean
14	3.48	finding ways of helping a child who is upset when his/her parent leaves him/her at the center	3.07
15	4.43	the need for parent education in handling the behavioral problems of children	3.95
16	3.43	parents not marking their child's clothing	3.27
17	3.41	developing a parent education program as a component to our center	2.88
18	3.31	getting parents involved in the Parent Advisory Board	3.09
19	3.25	conflict between what parents want for their children (A.B.C.'s and numbers) and what the Welfare Department tells us to offer	2.70
20	3.13	how to help parents answer their children's questions on sex	2.68
Not at all			
21	2.80	lack of parking space for parents at the center	2.77
	4.21	Grand Mean	

TABLE 2-24

PROBLEM'S RELATED TO PARENTS (CENTER)

Teacher's Ranking (Means) by Frequency
(includes concerns)

Rank	Frequency Means	Problem Statement	Concern Means
Always			
1	3.95	the need for parent education in handling the behavioral problems of children	4.43
2	3.87	parents who neglect the personal care of their child	4.46
3	3.74	lack of parent responsiveness and feedback about what is happening at home	4.29
Occasionally			
4	3.40	finding ways to involve parents in center activities	3.64
5	3.31	dealing with parents who abuse and/or neglect their children	4.17
6	3.29	getting parents to convey information about their child directly to the teacher rather than to the director	3.70
7	3.27	parents not marking their child's clothing	3.43
8	3.25	educating parents about the benefits of good nutrition	3.59
9	3.19	dealing with the parent who will not seek outside help for his/her child with a special problem	4.17
10	3.18	helping parents through a crisis period	3.96
11	3.14	dealing with children who come from homes which hold dramatically different values than the Center	3.76
12	3.27	inconvenience to staff because parents don't telephone to let center know their child will be coming late	3.52
13	3.09	getting parents involved in the Parent Advisory Board	3.31

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Rank	Frequency Means	Problem Statement	Concern Means
14	3.07	finding ways of helping a child who is upset when his/her parent leaves him/her at the center	3.48
15	2.95	parents who have unrealistic expectations of teachers	3.56
16	2.89	helping parents find emergency child care	3.52
17	2.88	developing a parent education program as a component to our center	3.41
18	2.83	parents who don't help their child to follow through on "homework" assignments	3.49
19	2.77	lack of parking space for parents at the center	2.80
20	2.70	conflict between what parents want for their children (A.B.C.'s and numbers) and what the Welfare Department tells us to offer	3.25
Never			
21	2.68	how to help parents answer their child's questions on sex	3.13
	3.65	Grand Mean	

TABLE 2-25

PROBLEMS RELATED TO PARENTS (CENTER)

Director's Ranking (Means) by Concern
(includes frequency)

Rank	Concern Mean	Problem statement	Frequency Mean
Extremely			
1	4.50	dealing with the parent who will not seek outside help for his/her child with a special problem	3.00
2	4.29	parents who neglect the personal care of their child	3.25
3	4.18	the need for parent education in handling the behavioral problems of children	2.23
4	4.13	dealing with parents who abuse and/or neglect their children	3.06
5	4.00	helping parents through a crisis period	3.12
6	3.93	finding ways to involve parents in center activities	3.70
7	3.92	parents who have unrealistic expectations of teachers	3.33
8	3.81	developing a parent education program as a component to our center	3.35
9	3.81	getting parents involved in the Parent Advisory Board	3.05
Somewhat			
10	3.68	helping parents find emergency child care	3.17
11	3.62	educating parents about the benefits of good nutrition	3.58
12	3.62	dealing with children who come from homes which hold dramatically different values than the center	3.17

Rank	Concern Means	Problem Statement	Frequency Mean
13	3.50	lack of parent responsiveness and feedback about what is happening at home	3.29
14	3.37	inconvenience to staff because parents don't telephone to let center know their child will be coming late	3.00
15	3.31	finding ways of helping a child who is upset when his/her parent leaves him/her at the center	2.76
16	3.25	lack of parking space for parents at the center	2.94
17	3.25	parents not marking their child's clothing	2.76
18	3.00	getting parents to convey information about their child directly to the teacher rather than to the director	2.58
19	2.93	parents who don't help their child to follow through on "homework" assignments	3.70
20	2.75	how to help parents answer their child's questions on sex	3.56
21	2.68	conflict between what parents want for their children (A.B.C.'s and numbers) and what the Welfare Department tells us to offer	2.58
Not at all			
	4.22	Grand Mean	

TABLE 2-26

PROBLEMS RELATED TO PARENTS (CENTER)

Director's Ranking (Means) by Frequency
(includes concern)

Rank	Frequency Mean	Problem Statement	Concern Mean
Always			
1	3.70	parents who don't help their child to follow through on "homework" assignments	2.93
2	3.70	finding ways to involve parents in center activities	3.93
Occasionally			
3	3.56	how to help parents answer their child's questions on sex	2.75
4	3.35	developing a parent education program as a component to our center	3.81
5	3.35	educating parents about the benefits of good nutrition	3.62
6	3.33	parents who have unrealistic expectations of teachers	3.92
7	3.29	lack of parent responsiveness and feedback about what is happening at home	3.50
8	3.25	parents who neglect the personal care of their child	4.29
9	3.17	dealing with children who come from homes which hold dramatically different values than the center	3.62
10	3.17	helping parents find emergency child care	3.68
11	3.12	helping parents through a crisis period	4.00
12	3.06	dealing with parents who abuse and/or neglect their children	4.13

Rank	Frequency Mean	Problem Statement	Concern Mean
13	3.05	getting parents involved in the Parent Advisory Board	3.81
14	3.00	inconvenience to staff because parents don't telephone to let center know their child will be coming late	3.37
15	3.00	dealing with the parent who will not seek outside help for his/her child with a special problem	4.50
16	2.94	lack of parking space for parents at the center	3.25
17	2.76	finding ways of helping a child who is upset when his/her parents leaves him/her at the center	3.31
18	2.76	parents not marking their child's clothing	3.25
19	2.58	getting parents to convey information about their child directly to the teacher rather than to the director	3.00
20	2.58	conflict between what parents want for their children (A.B.C.'s and numbers) and what the Welfare Department tells us to offer	2.68
Never			
21	2.23	the need for parent education in handling the behavioral problems of children	4.18
	3.53	Grand Mean	

TABLE 2-27

Specialist Ranking of Center Teacher's Problems Related to Parents Ranked (means) by concern (includes frequency)

Rank	Concern (means)	Problem Statement	Frequency (means)
Extremely			
1	5.00	dealing with parents who abuse and/or neglect their children.	2.57
2	4.57	parents who neglect the personal care of their child.	3.14
3	4.50	dealing with the parent who will not seek outside help for his/her child with a special problem	3.13
4	4.38	the need for parent education in handling the behavioral problems of children.	3.13
5	4.29	educating parents about the benefits of good nutrition.	3.57
6	4.14	developing a parent education program as a component to our center.	3.57
7	4.00	lack of parent responsiveness and feedback about what is happening at home.	2.88
Somewhat			
8	3.86	finding ways to involve parents in center activities.	3.71
9	3.86	getting parents involved in the Parent Advisory Board.	3.57
10	3.75	helping parents through a crisis period.	2.88
11	3.43	getting parents to convey information about their child directly to the teacher rather than to the director.	2.57
12	3.43	inconvenience to staff because parents don't telephone to let center know their child will be coming late.	3.86

2-83

Rank	Concern (means)	Problem Statement	Frequency (means)
13	3.38	parents who don't help their child to follow through on"homework" assignments.	2.25
14	3.38	helping parents find emergency child care.	2.63
15	3.29	finding ways of helping a child who is upset when his/her parent leaves him/her at the center.	2.71
16	3.25	the need for more social workers to handle family problems.	2.63
17	3.00	parents who have unrealistic expectations of teachers.	2.71
18	2.88	certification not being available for Early Childhood degrees.	2.00
19	2.63	parents not marking their child's clothing.	2.88
20	2.63	conflict between what parents for their children (A.B.C.'s and numbers) and what the Welfare Department tells us to offer.	2.50
Not at all			
21	1.75	lack of parking space for parents at the Center.	1.63
	4.54	grand mean	

TABLE 2-28
Specialist Ranking of Center Teacher's Problems Related to Parents
Ranked (means) on frequency
(includes concern)

Rank	Frequency (means)	Problem Statement	Concern (means)
Always			
1	3.71	finding ways to involve parents in center activities.	3.86
2	3.57	getting parents involved in the Parent Advisory Board.	3.86
3	3.57	developing a parent education program as a component to our center.	4.14
4	3.57	educating parents about the benefits of good nutrition.	4.29
5	3.14	parents who neglect the personal care of their child.	4.57
6	3.13	the need for parent education in handling the behavioral problems of children.	4.38
7	3.13	dealing with the parent who will not seek outside help for his/her child with a special problem.	4.50
Occasionally			
8	2.88	helping parents through a crisis period.	3.75
9	2.88	parents not marking their child's clothing.	2.63
10	2.88	lack of parent responsiveness and feedback about what is happening at home.	4.00
11	2.86	inconvenience to staff because parents don't telephone to let center know their child will be coming late.	3.43
12	2.71	parents who have unrealistic expectations of teachers.	3.00

Rank	Frequency (means)	Problem Statement	Concern (means)
13	2.71	finding ways of helping a child who is upset when his/her parent leaves him/her at the center.	3.29
14	2.63	the need for more social workers to handle family problems.	3.25
15	2.63	helping parents find emergency child care	3.38
16	2.57	getting parents to convey information about their child directly to the teacher rather than to the director.	3.43
17	2.57	dealing with parents who abuse and/or neglect children	5.00
18	2.50	conflict between what parents want for their children (A.B.C.'s and numbers) and what the Welfare Department tells us to offer.	2.63
Never			
19	2.25	parents who don't help their child to follow through on "homework" assignments.	3.38
20	2.00	certification not being available for Early Childhood degrees.	2.88
21	1.63	lack of parking space for parents at the Center.	1.75
	3.51	grand mean	

TABLE 2-29

CENTER TEACHER'S PROBLEMS

Sickness and Special Needs
Ranked (Means) by Concern
(includes frequency)

Rank	Concern (Means)	Problem Statement	Frequency (Means)
1	4.42	Getting additional funds for special needs of children, such as health and psychological services	3.64
2	4.14	The need for more social workers to handle family problems	3.42
3	3.78	Finding a specialist to help with special problems in the classroom	3.18
4	3.69	How to handle a sick child when we can't reach his/her parent but feel he/she needs to see a nurse	2.67
5	3.68	Getting the child with emotional problems into the Mental Health Center without having to wait several months	3.08
6	3.62	Getting a list of resource agencies to whom we can direct parents and/or children with special needs for help	2.83
7	3.44	Lack of a facility or day care home to send a sick child to when his/her parents can't leave work	2.80
8	3.07	Hospital staff not recognizing the validity of parents' signature on child's emergency release form; thus refusing to treat the child	2.39
	3.94	Grand Mean	

TABLE 2-30

CENTER TEACHER'S PROBLEMS

Sickness and Special Needs
Ranked (Means) by Frequency
(includes concerns)

Rank	Frequency (Means)	Problem Statements	Concern (Means)
1	3.64	Getting additional funds for special needs of children, such as health and psychological services	4.42
2	3.42	The need for more social workers to handle family problems	4.14
3	3.18	Finding a specialist to help with special problems in the classroom	3.78
4	3.08	Getting the child with emotional problems into the Mental Health Center without having to wait several months	3.68
5	2.83	Getting a list of resource agencies to which we can direct parents and/or children with special needs for help	3.62
6	2.80	Lack of a facility or day care home to send a sick child to when his/her parents can't leave work	3.44
7	2.67	How to handle a sick child when we can't reach his/her parents but feel he/she needs to see a nurse	3.69
8	2.39	Hospital staff not recognizing the validity of parent's signature on the child's emergency release form; thus refusing to treat the child	3.07
	3.24	Grand Mean	

TABLE 2-31

DIRECTOR'S RANKING OF CENTER TEACHER'S PROBLEMS

Sickness and Special Needs
Ranked (Means) by Concern
(includes frequency)

Rank	Concern (means)	Problem Statements	Frequency (Means)
1	4.25	Getting additional funds for special needs of children, such as health and psychological services	3.25
2	3.75	How to handle a sick child when we can't reach his/her parent but feel he/she needs to see a nurse	1.75
3	3.75	Lack of a facility or day care home to send a sick child to when his/her parents can't leave work	3.17
4	3.75	Getting the child with emotional problems into the Mental Health Center without having to wait several months	2.94
5	3.68	Finding a specialist to help with special problems in the classroom	3.81
6	3.50	Hospital staff not recognizing the validity of parent's signature on child's emergency release form; thus refusing to treat the child	2.88
7	3.50	The need for more social workers to handle family problems	3.00
8	3.31	Getting a list of resource agencies to which we can direct parents and/or children with special needs for help	2.64
	3.83	Grand Mean	

TABLE 2-32

DIRECTOR'S RANKING OF CENTER TEACHER'S PROBLEMS

Sickness and Special Needs
Ranked (Means) by Frequency
(includes concern)

Rank	Frequency (Means)		Concern (means)
1	3.81	Finding a specialist to help with special problems in the classroom	3.68
2	3.25	Getting additional funds for special needs of children, such as health and psychological services	4.25
3	3.17	Lack of a facility or day care home to send a sick child to when his/her parents can't leave work	3.75
4	3.00	The need for more social workers to handle family problems	3.50
5	2.94	Getting the child with emotional problems into the Mental Health Center without having to wait several months	3.75
6	2.88	Hospital staff not recognizing the validity of parents' signature on child's emergency release form; thus refusing to treat the child	3.50
7	2.64	Getting a list of resources agencies to which we can direct parents and/or children with special needs for help	3.31
8	1.75	How to handle a sick child when we can't reach his/her parents but feel he/she needs to see a nurse	3.75
	3.23 Grand Mean		

TABLE 2-33

Specialist Ranking of Center Teacher's Problems Related to Sickness and Special Needs Ranked (Means) on Concern (includes frequency)

Rank	Concern (Means)	Problem Statement	Frequency (Means)
1	4.50	getting additional funds for special needs of children, such as health and psychological services	3.38 3.38
2	4.14	the need for training staff to recognize and deal with children with special needs	3.57
3	4.00	hospital staff not recognizing the validity of parent's signature on child's emergency release form; thus refusing to treat the child	2.43
4	4.00	getting a list of resource agencies to which we can direct parents and/or children with special needs for help	3.14
5	4.00	getting the child with emotional problems into the Mental Health Center without having to wait several months	2.86
6	3.88	finding a specialist to help with special problems in the classroom	3.25
7	3.75	lack of a facility or day care home to send a sick child to when his/her parents can't leave work	3.00
8	3.63	how to handle a sick child when we can't reach his/her parent but feel he/she needs to see a nurse	2.75

4.12 Grand Mean

TABLE 2-34
Specialist Ranking of Center Teacher's Problems Related to Sickness and Special Needs Ranked (Means) on Frequency (includes concern)

Rank	Frequency (Means)	Problem Statement	Concern (Means)
1	3.57	the need for training staff to recognize and deal with children with special needs	4.14
2	3.38	getting additional funds for special needs of children, such as health and psychological services	4.50
3	3.25	finding a specialist to help with special problems in the classroom	3.88
4	3.14	getting a list of resource agencies to which we can direct parents and/or children with special needs for help	4.00
5	3.00	lack of a facility or day care home to send a sick child to when his/her parents can't leave work	3.75
6	2.86	getting the child with emotional problems into the Mental Health Center without having to wait several months	4.00
7	2.75	how to handle a sick child when we can't reach his/her parent but feel he/she needs to see a nurse	3.63
8	2.43	hospital staff not recognizing the validity of parent's signature on child's emergency release form; thus refusing to treat the child	4.00

3.26 Grand Mean

TABLE 2-35

Center Teacher's Problems

Training

Ranked (means) by concern
(includes frequency)

Rank	Concern (Means)	Problem Statement	Frequency (Means)
1.	4.02	finding opportunities to visit other centers to get new ideas	3.41
2.	3.92	the way FCWD and other agencies put money into researching day care centers when the money could be used by the day care centers to meet real needs	3.46
3.	3.86	establishing an organized, readily available and on-going staff training program	3.24
4.	3.86	having day care course for credit available to staff	3.06
5.	3.77	having up-to-date day care training programs	3.11
6.	3.70	the need for training staff to recognize and deal with children with special needs	3.23
7.	3.69	having training programs offering appropriate activities for different age groups	3.12
8.	3.67	having more of the training workshops for teachers taught by people who are directly involved in day care	3.25
9.	3.62	getting financial aid to take college courses	3.67
10.	3.50	finding convenient times to offer staff training that do not conflict with the work schedule	3.14
11.	3.45	welfare department offering courses more suitable to our needs	3.13
12.	3.40	having child development training available to others in the community	3.00
13.	3.38	the way universities and colleges do not prepare students in the field of child development for the realities of day care	3.05

Rank	Concern (Means)	Problem Statement	Frequency (Means)
14.	3.30	certification not being available for early childhood degrees	2.96
15.	3.23	finding ways to enable workers to get release time to take non-welfare training programs	2.96
16.	3.01	the short training period of CETA workers	2.89
	3.89	grand means	

TABLE 2-36

Center Teacher's Problems

Training

Ranked (means) by frequency
(includes concern)

Rank	Frequency (means)	Problem Statement	Concern (means)
1.	3.67	getting financial aid to take college courses	3.62
2.	3.46	the way FCWD and other agencies put money into researching day care centers when the money could be used by the day care centers to meet real needs	3.92
3.	3.41	finding opportunities to visit other centers to get new ideas	4.02
4.	3.25	having more of the training workshops for the teachers taught by people who are directly involved in day care	3.67
5.	3.24	establishing an organized, readily available and on-going staff training program	3.86
6.	3.23	the need for training staff to recognize and deal with children with special needs	3.70
7.	3.14	finding convenient times to offer staff training that do not conflict with the work schedule	3.50
8.	3.13	welfare department offering courses more suitable to our needs	3.45
9.	3.11	having up-to-date day care training programs	3.77
10.	3.06	having day care courses for credit available to staff	3.86
11.	3.05	the way universities and colleges do not prepare students in the field of child development for the realities of day care	3.38
12.	3.00	having child development training available to others in the community	3.40
13.	2.96	certification not being available for early	3.30

Rank	Frequency (means)	Problem Statement	Concern (means)
		childhood degrees	
14.	2.96	finding ways to enable workers to get release time to take non-welfare training program	3.23
15.	2.89	the short training period of CETA workers	3.01
	3.40	grand mean	

TABLE 2-37

Director's Ranking of

Center Teacher's Problems

Training

Ranked (means) by concern

Rank	Concern (means)	Problem Statement	Frequency (means)
1.	4.18	having day care courses for credit	3.31
2.	4.06	the way universities and colleges do not prepare students in the field of child development for the realities of day care	3.41
3.	4.00	having more of the training workshops for the teachers taught by people who are directly involved in day care	3.60
4.	4.00	having up-to-date day care training programs	3.70
5.	3.87	getting financial aid to take college courses	3.56
6.	3.81	finding convenient times to offer staff training that do not conflict with the work schedule	3.58
7.	3.75	establishing an organized, readily available and on-going staff training program	3.52
8.	3.75	having training program offering appropriate activities for different age groups	3.50
9.	3.68	the way FCWD and other agencies put money into research day care centers when the money could be used by the day care center to meet real needs	3.05
10.	3.66	welfare department offering courses more suitable to our needs	3.31
11.	3.62	certificates not being available for early childhood degrees	4.29
12.	3.62	the need for training staff to recognize and deal with children with special needs	3.35
13.	3.56	the short training period of CETA workers	3.56

Rank	Concern (means)	Problem Statement	Frequency (means)
14.	3.43	finding ways to enable workers to get release time to take non-welfare training programs	3.31
15.	3.26	having child development training available to others in the community	3.00
	4.02	grand mean	

TABLE 2-38

Director's Ranking of

Center Teacher's Problems

Training

Ranked (means) by frequency
(includes concern)

Rank	Frequency (means)	Problem Statement	Concern (means)
1.	4.29	certification not being available for early childhood degrees	3.62
2.	3.70	having up-to-date day care training programs	4.00
3.	3.60	having more of the training workshops for the teachers taught by people who are directly involved in day care	4.00
4.	3.58	finding convenient time to offer staff training that do not conflict with the work schedule	3.81
5.	3.56	the short training period of CETA workers	3.56
6.	3.56	getting financial aid to take college courses	3.87
7.	3.52	establishing an organized, readily available and on-going staff training program	3.75
8.	3.50	having training programs offering appropriate activities for different age groups	3.75
9.	3.41	the way universities and colleges do not prepare students in the field of child development for the realities of day care	4.06
10.	3.35	the need for training staff to recognize and deal with children with special needs	3.62
11.	3.31	finding ways to enable workers to get release time to take non-welfare training programs	3.43
12.	3.31	welfare department offering courses more suitable to our needs	3.66
13.	3.31	having day care courses for credit available to staff	4.18

Rank	Frequency (means)	Problem Statement	Concern (means)
14.	3.25	finding opportunities to visit other centers to get new ideas	missing
	3.74	grand mean	

TABLE 2-39
Specialist Ranking of Center Teacher's Problems Related to Training Ranked (Means) by Concern (includes frequency)

Rank	Concern (Means)	Problem Statement	Frequency (Means)
1	4.57	Welfare Department offering courses more suitable to our needs	3.43
2	4.00	finding convenient times to offer staff training that do not conflict with the work schedule	4.00
3	3.75	establishing an organized, readily available and on-going staff training program	3.25
4	3.70	the need for training staff to recognize and deal with children with special needs	3.23
5	3.62	getting financial aid to take college courses	3.67
6	3.57	having more of the training workshops for the teachers taught by people who are directly involved in day care	2.71
7	3.43	finding ways to enable workers to get release time to take non-welfare training programs	3.14
8	3.43	having Child Development training available to others in the community	3.00
9	3.30	certification not being available for early childhood degrees	2.96
10	3.25	having training programs offering appropriate activities for different age groups	2.50
11	3.14	the short training period of CETA workers	2.71

Rank	Concern (Means)	Problem Statement	Frequency (Means)
12	3.00	the inspectors criticizing the bad things while ignoring the good things at our center	2.63
13	3.00	getting financial aid to take college courses	2.50
14	3.00	finding opportunities to visit other Centers to get new ideas	2.38
15	2.88	having day care courses for credit available to staff	2.63
16	2.75	the way universitities and colleges do not prepare students in the field of Child Development for the realities of day care	2.63
17	2.75	having up-to-date day care training programs	2.50
	3.92	Grand Mean	

Table 2-40
Specialist Ranking of Center Teacher's Problems Related to Training Ranked (Means) by Frequency (includes concern)

Rank	Frequency (Means)	Problem Statement	Concern (Means)
1	4.00	finding convenient times to offer staff training that do not conflict with the work schedule	4.00
2	3.67	getting financial aid to take college courses	3.62
3	3.43	Welfare Department offering courses more suitable to our needs	4.57
4	3.25	establishing an organized, readily available and on-going staff training program	3.75
5	3.23	the need for training staff to recognize and deal with children with special needs	3.70
6	3.14	finding ways to enable workers to get release time to take non-welfare training programs	3.43
7	3.00	having Child Development training available to others in the community	3.43
8	2.96	certification not being available for early childhood degrees	3.30
9	2.71	the short training period of CETA workers	3.14
10	2.71	having more of the training workshops for the teachers taught by people who are directly involved in day care	3.57
11	2.63	having day care courses for credit available to staff	2.88
12	2.63	the way universities and colleges do not prepare students in the field of Child Development for the realities of day care	2.75

Rank	Frequency (Means)	Problem Statement	Concern (Means)
13	2.63	the inspectors criticizing the bad things while ignoring the good things at our center	3.00
14	2.50	having training programs offering appropriate activities for different age groups	3.25
15	2.50	having up-to-date day care training programs	2.75
16	2.50	getting financial aid to take college courses	3.00
17	2.38	finding opportunities to visit other Centers to get new ideas	3.00
	3.51	Grand Mean	

TABLE 2-41

CENTER TEACHER'S PROBLEMS

Field Trips
Ranked (means) by Concern
(includes frequency)

Rank	Concern (means)	Problem Statement	Frequency (means)
1	3.92	having more money allocated for field trips	3.46
2	3.61	finding places appropriate for field trips	3.16
3	3.33	cost of transportation for field trips	2.98
	3.62	Grand Mean	

TABLE 2-42

CENTER TEACHER'S PROBLEMS

Field Trips
Ranked (means) by Frequency
(includes concerns)

Rank	Frequency (means)	Problem Statement	Concerns (means)
1	3.46	having more money allocated for field trips	3.92
2	3.16	finding places appropriate for field trips	3.61
3	2.98	cost of transportation for field trips	3.33
	3.62	Grand Mean	

TABLE 2-43
DIRECTOR'S RANKING OF CENTER TEACHER'S PROBLEMS

Field Trips
Ranked (means) by Concern
(includes frequency)

Rank	Concern (means)	Problem Statement	Frequency (means)
1	3.73	having more money allocated for field trips	3.76
2	3.52	cost of transportation for field trips	3.43
3	2.62	finding places appropriate for field trips	3.68
	3.62	Grand Mean	

TABLE 2-44

DIRECTOR'S RANKING OF CENTER TEACHER'S PROBLEMS

Field Trips

Ranked (means) by Frequency
(includes concern)

Rank	Frequency (means)	Problem Statement	Concern (means)
1	3.76	having more money allocated for field trips	3.73
2	3.68	finding places appropriate for field trips	2.62
3	3.43	cost of transportation for field trips	3.52
	3.62	Grand Mean	

TABLE 2-45

Specialized Ranking of Center Teacher's Problems Related to Field Trips Ranked (Means) by Concern (includes frequency)

Rank	Concern (Means)	Problem Statement	Frequency (Means)
1	4.00	having more money allocated for field trips	3.50
2	3.14	cost of transportation for field trips	2.71
3	3.00	finding places appropriate for field trips	2.50
	3.44	Grand Mean	

TABLE 2-46
Specialist Ranking of Center Teacher's Problems Related to Field Trips Ranked (Means) by Frequency (includes Concern)

Rank	Frequency (Means)	Problem Statement	Concern (Means)
1	3.50	having more money allocated for field trips	4.00
2	2.71	cost of transportation for field trips	3.14
3	2.50	finding places appropriate for field trips	3.00
	2.90	Grand Mean	

TABLE 2-47

Center Teacher's Problems

Space and Equipment

Ranked (means) by concern
(includes frequency)

Rank	Concern (Means)	Problem Statements	Frequency (Means)
1.	3.73	getting funds for audio-visual equipment	3.25
2.	3.63	getting money for outdoor or "large muscle" equipment	3.10
3.	3.60	finding a list of places to contact for free supplies	3.08
4.	3.51	getting more money for expendable supplies such as art supplies, paints and crayons	2.92
5.	3.50	acquiring equipment for teaching skills	3.00
6.	3.44	obtaining funds for non-expendable indoor equipment	3.13
7.	3.44	having enough outdoor play equipment	3.00
8.	3.25	the small classroom space within the center	2.86
9.	3.25	having enough basic supplies such as sheets and cots	2.67
10.	3.20	getting equipment appropriate for age level in the classroom; for example, several round tables as opposed to one long one	2.79
11.	3.14	having money allotted for replacement or maintenance of equipment	2.83
12.	3.07	having more funds available for indoor play equipment such as trucks, housekeeping things, building equipment and manipulative toys	2.74
13.	2.96	adapting one's facilities and equipment to meet the needs of handicapped or older children	2.58
14.	2.81	day care centers being housed in facilities that are not designed for them-basements, several classes in one room, etc.	2.36

Rank	Concern (Means)	Problem Statements	Frequency (Means)
15.	2.78	the small playground area at the center	2.47
16.	2.62	lack of a sink in the classroom	2.19

3.59 grand mean

TABLE 2-48

Center Teacher's Problems

Space and Equipment

Ranked (means) by frequency
(includes concern)

Rank	Frequency (means)	Problem Statements	Concern (Means)
1.	3.25	getting funds for audio-visual equipment	3.74
2.	3.13	obtaining funds for non-expendable indoor equipment	3.44
3.	3.10	getting money for outdoor or "large muscle" equipment	3.63
4.	3.08	finding a list of places to contact for free supplies	3.60
5.	3.00	having enough outdoor play equipment	3.44
6.	3.00	acquiring of equipment for teaching skills	3.50
7.	2.92	getting more money for expendable supplies such as art supplies, paints and crayons	3.51
8.	2.86	the small classroom space within the center	3.25
9.	2.83	having more allotted for replacement or maintenance of equipment	3.14
10.	2.79	getting equipment appropriate for age level in the classroom; for example, several round tables as opposed to one large one	3.20
11.	2.74	having more funds available for indoor play equipment such as trucks, housekeeping things, building equipment and manipulative toys	3.07
12.	2.67	having enough basic supplies such as sheets and cots	3.25
13.	2.58	adapting one's facilities and equipment to meet the needs of handicapped or older children	2.96
14.	2.47	the small playground area at the center	2.78

Rank	Frequency (means)	Problem Statements	Concern (means)
15.	2.36	day care centers being housed in facilities that are not designed for them -- basements, several classes in one room, etc.	2.81
16.	2.19	lack of a sink in the classroom	2.62
	3.11	grand mean	

TABLE 2-49

Director's Ranking of Center

Teacher 's Problems

Space and Equipment

Ranked (means) by concern
(includes frequency)

Rank	Concern (means)	Problem Statements	Frequency (means)
1.	4.43	getting money for outdoor or "large muscle" equipment	3.11
2.	4.37	obtaining funds for non-expendable indoor equipment	3.94
3.	4.25	getting more money for expendable supplies such as art supplies, paints and crayons	3.37
4.	4.00	having money allotted for replacement or maintenance of equipment	3.73
5.	4.00	finding a list of places to contact for free supplies	3.75
6.	3.87	day care center being housed in facilities that are not designed for them -- basements, several classes in one room, etc.	2.94
7.	3.86	adapting one's facilities and equipment to meet the needs of handicapped or older children	3.00
8.	3.80	acquiring of equipment for teaching skills	3.31
9.	3.66	having more funds available for indoor play equipment such as trucks, housekeeping things, building equipment and manipulative toys	3.18
10.	3.62	getting funds for audio-visual equipment	2.47
11.	3.37	having enough outdoor play equipment	2.25
12.	3.31	having enough basic supplies such as sheets and cots	2.76
13.	3.06	getting equipment appropriate for age level in the classroom; for example, several round tables as opposed to one long one	2.75

Rank	Concern (means)	Problem Statements	Frequency (means)
14.	2.62	the small classroom space within the center	3.82
15.	2.37	lack of a sink in the classroom	3.82
16.	1.75	the small playground area at the center	2.64
	4.21	grand mean	

TABLE 2-50

Director's Ranking of Center

Teacher's Problems

Space and Equipment

Ranked (means) by frequency
(includes concern)

Rank	Frequency (means)	Problem Statements	Concern (means)
1.	3.94	obtaining funds for non-expendable indoor equipment	4.37
2.	3.82	the small classroom space within the center	2.62
3.	3.82	lack of a sink in the classroom	2.37
4.	3.11	getting money for outdoor or "large muscle" equipment	4.43
5.	3.73	having allotted for replacement or maintenance of equipment	4.00
6.	3.75	finding a list of places to contact for free supplies	4.00
7.	3.37	getting more money for expendable supplies such as art supplies, paints and crayons	4.25
8.	3.31	acquiring of equipment for teaching	3.80
9.	2.47	getting funds for audio-visual equipment	3.62
10.	2.25	having enough outdoor play equipment	3.37
11.	3.18	having more funds available for indoor play equipment such as trucks, housekeeping things, building equipment and manipulative toys	3.66
12.	3.00	adapting one's facilities and equipment to meet the needs of handicapped or older children	3.86
13.	2.94	day care centers being housed in facilities that are not designed for them -- basements, several classes in one room, etc.	3.87
14.	2.76	having enough basic supplies such as sheets and cots	3.31
15.	2.75	getting equipment appropriate for age level in the classroom; for example, several round tables	3.06

Rank	Frequency (means)	Problem Statements	Concern (means)
		as opposed to one long one	
16.	2.64	the small playground area at the center	1.75
	3.83	grand mean	

Table 2-51
Specialist Ranking of Center Teacher's
Problems Related to Space and
Equipment Ranked (Means) by Concern
(includes frequency)

Rank	Concern (Means)	Problem Statement	Frequency (Means)
1	3.86	adapting one's facilities and equipment to meet the needs of handicapped or older children	3.29
2	3.75	getting money for outdoor or "large muscle" equipment	3.00
3	3.71	acquiring of equipment for teaching skills	3.14
4	3.57	finding a list of places to contact for free supplies	3.00
5	3.50	the small playground area at the center	3.00
6	3.50	having enough outdoor play equipment	2.75
7	3.43	day care centers being housed in facilities that are not designed for them--basements, several classes in one room, etc.	2.86
8	3.27	having more funds available for indoor play equipment such as trucks, housekeeping things, building equipment and manipulative toys.	2.86
9	3.25	obtaining funds for non-expendable indoor equipment	3.25
10	3.14	having enough basic supplies such sheets and cots	2.14
11	3.13	getting more money for expendable supplies such as art supplies, paints and crayons	3.13
12	3.13	the small classroom space within the center	3.00

Rank	Concern (Means)	Problem Statement	Frequency (Means)
13	3.13	getting funds for audio-visual equipment	2.63
14	3.00	having money allotted for replacement or maintenance of equipment	2.86
15	2.86	getting equipment appropriate for age level in the classroom; for example, several round tables as opposed to one long one.	2.71
16	2.50	lack of a sink in the classroom	2.00

3.67 Grand Mean

Table 2-52
Specialist Ranking of Center Teacher's Problem Related to Space and Equipment Ranked (Means) by Frequency (includes concern)

Rank	Frequency (Means)	Problem Statement	Concern (Means)
1	3.29	adapting one's facilities and equipment to meet the needs of handicapped or older children	3.86
2	3.25	obtaining funds for non-expendable indoor equipment	3.25
3	3.14	acquiring of equipment for teaching skills	3.71
4	3.13	getting more money for expendable supplies, paints & crayons	3.13
5	3.00	the small classroom space within the center	3.13
6	3.00	getting money for outdoor or "large muscle" equipment	3.75
7	3.00	finding a list of places to contact for free supplies	3.57
8	3.00	the small playground area at the center	3.50
9	2.86	having more funds available for indoor play equipment such as trucks, housekeeping things, building equipment and manipulative toys	3.27
10	2.86	having money allotted for replacement or maintenance of equipment	3.00
11	2.86	day care centers being housed in facilities that are not designed for them--basements, several classes in one room, etc.	3.43
12	2.75	having enough outdoor play equipment	3.50

Rank	Frequency (Means)	Problem Statement	Concern (Means)
13	2.71	getting equipment appropriate for age level in the classeoom; for example, several round tables as opposed to one long one	2.86
14	2.63	getting funds for audio-visual equipment	2.63
15	2.14	having enough basic supplies such as sheets and cots	3.14
16	2.00	lack of a sink in the classroom	2.50

3.16 Grand Mean

TABLE 2-53

CENTER TEACHER'S PROBLEMS

Daily Disruptions
Ranked (means) by Concern
(includes frequency)

Rank	Concern (means)	Problem Statements	Frequency (means)
1	3.82	Having an organization to speak for staff concerns	3.17
2	3.67	Improving staff communication	3.29
3	3.58	The need for teachers to have input in center and classroom decision-making	2.98
4	3.43	Finding time to prepare for activities	2.97
5	3.24	The need for more staff per class	2.90
6	3.03	Not having a comfortable area away from the children for staff to use during their break or for meetings	2.85
7	2.83	Getting the owner or director more involved in what is happening in the classroom	2.46
8	2.72	Finding some child-sized chairs that would be comfortable for adults too	2.60
9	2.21	Too many teachers planning to use the center owned van on the same day	2.12
	3.54	Grand mean	

TABLE 2-54

CENTER TEACHER'S PROBLEMS

Daily Disruptions
Ranked (means) by Frequency
(includes concern)

Rank	Frequency (means)	Problem Statement	Concern (means)
1	3.17	Having an organization to speak for staff concerns	3.82
2	3.29	Improving staff communication	3.67
3	2.98	The need for teachers to have input in center and classroom decision-making	3.58
4	2.97	Finding time to prepare for activities	3.43
5	2.90	The need for more staff per class	3.24
6	2.85	Not having a comfortable area away from the children for staff to use during their break or for meetings	3.03
7	2.60	Finding some child-size chairs that would be comfortable for adults too	2.72
8	2.46	Getting the owner or director more involved in what happens in the classroom	2.83
9	2.12	Too many teachers planning to use the center-owned van on the same day	2.21
	3.06	Grand mean	

TABLE 2-55

DIRECTOR'S RANKING OF CENTER TEACHER'S PROBLEMS

Daily Disruptions
Ranked (means) by Concern
(includes frequency)

Rank	Concern (means)	Problem Statements	Frequency (means)
1	3.87	Improving staff communication	3.23
2	3.37	Having an organization to speak for staff concerns	4.70
3	3.25	The need for more staff per class	3.05
4	3.00	The need for teachers to have input in Center and classroom decision-making	3.05
5	2.81	Finding time to prepare for activities	3.17
6	2.20	Getting the owner or director more involved in what is happening in the classroom	1.87
7	2.06	Finding some child-size chairs that would be comfortable for adults too	2.05
8	1.92	Too many teachers planning to use the Center-owned van on the same day	1.73
9	1.93	Not having a comfortable area away from the children for staff to use during their break or for meetings	1.76
	3.26	Grand mean	

TABLE 2-56
DIRECTOR'S RANKING OF CENTER TEACHER'S PROBLEMS

Daily Disruptions
Ranked (Means) by Frequency
(includes concern)

Rank	Frequency Means	Problem Statement	Concern Means
1	4.70	Having an organization to speak for staff concerns	3.37
2	3.23	Improving staff communication	3.87
3	3.17	Finding time to prepare for activities	2.81
4	3.05	The need for more staff per class	3.25
5	3.05	The need for teachers to have input in center and classroom decision-making	3.00
6	2.05	Finding some child-size chairs that would be comfortable for adults too	2.06
7	1.87	Getting the owner or director more involved in what is happening in the classroom	2.20
8	1.76	Not having a comfortable area away from the children for staff to use during their break or for meetings	1.93
9	1.73	Too many teachers planning to use the Center-owned van on the same day	1.92
	3.40	Grand Mean	

TABLE 2-57

SPECIALIST RANKING OF CENTER TEACHER'S PROBLEMS RELATED TO DAILY DISRUPTIONS

Ranked by concern
(includes frequency)

Rank	Concern (means)	Problem Statement	Frequency (means)
1	4.14	The need for more staff per class.	3.86
2	3.86	Getting the owner or director more involved in what is happening in the classroom.	3.71
3	3.50	Finding time to prepare for activities.	3.25
4	3.43	Not having a comfortable area away from the children for staff to use during their break or meetings.	2.57
5	3.25	Having an organization to speak for staff concerns.	2.75
6	3.00	The need for teachers to have input in center and classroom decision-making.	2.75
7	2.88	Improving staff communication.	2.38
8	2.43	Finding some child-size chairs that would be comfortable for adults too.	1.86
9	2.43	Too many teachers planning to use a center-owned van on the same day.	2.14
	3.63	GRAND MEAN	

TABLE 2-58

SPECIALIST RANKING OF CENTER TEACHER's PROBLEMS RELATED TO DAILY DISRUPTIONS

Ranked by Frequency
(Includes concern)

Rank	Frequency (means)	Problem Statement	Concern (means)
1	3.86	The need for more staff per class.	4.14
2	3.71	Getting the owner or director more involved in what is happening in the classroom.	3.86
3	3.25	Finding time to prepare for activities.	3.50
4	2.75	The need for teachers to have input in center an classroom decision-making.	3.00
5	2.75	Having an organization to speak for staff concerns.	3.25
6	2.57	Not having a comfortable area away from the children for staff to use during their break or for meetings.	3.43
7	2.38	Improving staff communication.	2.88
8	2.14	Too many teachers planning to use a center-owned van on the same day.	2.43
9	1.86	Finding some child-size chairs that would be comfortable for adults too.	2.43
	3.26	GRAND MEAN	

TABLE 2-59
CENTER TEACHER'S PROBLEMS
Responding to Children

Ranked (means) by concern
(includes frequency)

Rank	Concern (means)	Problem Statement	Frequency (means)
1	3.90	helping a new child feel comfortable with the class	3.14
2	3.84	how to handle a child who punches, bites or uses other forms of physical aggression upon others	3.16
3	3.42	how to handle a child who takes things home that don't belong to him/her	2.85
4	3.37	how to handle the child who continues to use obscenities in the center	2.85
5	2.61	how to handle children's questions on sex	2.04
	3.42	Grand Mean	

TABLE 2-60

CENTER TEACHER'S PROBLEMS

Responding to Children

Ranked (means) by frequency
(includes concern)

RANK	FREQUENCY (means)	PROBLEM STATEMENT	CONCERN (means)
1	3.16	how to handle a child who pinches, bites or uses other forms of physical aggression upon others	3.84
2	3.14	helping a new child feel comfortable with the class	3.90
3	2.85	how to handle a child who takes things home that don't belong to him/her	3.42
4	2.85	how to handle the child who continues to use obscenities in the center	3.37
5	2.04	how to handle children's questions on sex	2.61
	2.80	GRAND MEAN	

TABLE 2-61
DIRECTOR'S RANKING OF CENTER TEACHER'S PROBLEMS
Responding to Children

Ranked (means) by concern
(includes frequency)

RANK	CONCERN (means)	PROBLEM STATEMENT	FREQUENCY (means)
1	3.87	how to handle a child who punches, bites or uses other forms of physical aggression upon others	2.87
2	3.68	how to handle the child who continues to use obscenities in the center	3.00
3	3.43	helping a new child feel comfortable with the class	2.70
4	3.31	how to handle a child who takes things home that don't belong to him/her	3.23
5	2.75	how to handle children's questions on sex	2.75
	3.40	GRAND MEAN	

TABLE 2-62

DIRECTOR'S RANKING OF CENTER TEACHER'S PROBLEMS

Responding to Children

Ranked (means) by frequency
(includes concern)

RANK	FREQUENCY (means)	PROBLEM STATEMENT	CONCERN (means)
1	3.23	how to handle a child who takes things home that don't belong to him/her	3.31
2	3.00	how to handle the child who continues to use obscenities in the center	3.68
3	2.87	how to handle a child who punches, bites, or uses other forms of physical aggression upon others	3.87
4	2.70	helping a new child feel comfortable with the class	3.43
4	2.52	how to handle children's questions on sex	2.75
	2.86	GRAND MEAN	

TABLE 2-63

SPECIALIST RANKING OF CENTER TEACHER'S PROBLEMS RELATED TO RESPONDING TO CHILDREN

Ranked (means) by concern
(includes frequency)

Rank	Concern (means)	Problem Statement	Frequency (means)
1	4.14	How to handle the child who continues to use obscenities in the center.	2.86
2	4.14	How to handle a child who pinches, bites, or uses other forms of physical aggression upon others.	3.14
3	3.88	Helping a new child feel comfortable with the class.	2.63
4	3.50	How to handle a child who takes things home that don't belong to him/her.	2.25
5	3.43	How to handle children's questions on sex.	2.71
	3.81	GRAND MEAN	

TABLE 2-64

SPECIALIST RANKING OF CENTER TEACHER'S PROBLEMS RELATED TO RESPONDING TO CHILDREN

Ranked (means) by frequency
(includes concern)

Rank	Frequency (means)	Problem Statement	Concern (means)
1	3.14	How to handle a child who pinches, bites, or uses other forms of physical aggression upon others.	4.14
2	2.86	How to handle the child who continues to use obscenties in the center.	4.14
3	2.71	How to handle children's questions on sex.	3.43
4	2.63	Helping a new child feel comfortable with the class.	3.88
5	2.25	How to handle a child who takes things home that don't belong to him/her.	3.50
	2.71	GRAND MEAN	

TABLE 2-65

A COMPARISON OF THE TEACHER PROBLEMS RANK AND MEAN BETWEEN TEACHER, DIRECTOR, AND SPECIALIST

Item No.	Problem Statement	Teacher Rank (Mean) Conc.	Teacher Rank (Mean) Freq.	Director Rank (Mean) Conc.	Director Rank (Mean) Freq.	Specialist Conc.	Specialist Freq.
Form A							
1.	getting more money for expendable supplies such as art supplies, paints and crayons.	49 (3.51)	66 (2.92)	13 (4.25)	34 (3.73)	75 (3.13)	35 (3.13)
2.	obtaining funds for non-expendable indoor equipment.	59 (3.44)	44 (3.13)	7 (4.37)	6 (3.94)	70 (3.25	26 (3.25)
3.	the small classroom space with the center.	75 (3.25)	73 (2.86)	(2.62)	(3.82)	78 (3.13)	46 (3.00)
4.	the small playground area at the center.	95 (2.78)	95 (2.47)	103 (1.75)	88 (2.64)	51 (3.50)	48 (3.00)
5.	how to handle a sick child when we can't reach his/her parents but feel he/she needs to see a nurse.	33 (3.69)	89 (2.67)	41 (3.75)	103 (1.75)	45 (3.63)	60 (2.75)
6.	lack of black staff applicants in a predominantly white center.	102 (2.33)	103 (2.06)	95 (2.43)	75 (2.88)	107 (2.63)	43 (3.00)
7.	a need for staff and administrators to understand the law as it affects day care.	73 (3.30)	80 (2.80)	56 (3.62)	97 (2.11)	62 (3.38)	40 (3.00)
8.	lack of a facility or day care home to send a sick child to when his/her parents can't leave work.	58 (3.44)	82 (2.80)	42 (3.75)	55 (3.17)	41 (3.75)	42 (3.00)
9.	lack of parking space for parents at the center.	94 (2.80)	84 (2.77)	81 (3.25)	72 (2.94)	115 (1.75)	114 (1.63)
10.	acquiring fringe benefits for staff (retirement, insurance, sick leave, etc.).	12 (4.33)	7 (3.76)	27 (3.93)	71 (2.94)	86 (3.00)	63 (2.75)

Item No.	Problem Statement	Teacher Rank (Mean) Conc.	Teacher Rank (Mean) Freq.	Director Rank (Mean) Conc.	Director Rank (Mean) Freq.	Specialist Rank (Mean) Conc.	Specialist Rank (Mean) Freq.
11.	getting financial aid to take college courses.	39 (3.62)	9 (3.67)	29 (3.87)	23 (3.56)	88 (3.00)	87 (2.50)
12.	improving the pay for those working in day care.	10 (4.81)	2 (4.28)	1 (4.87)	26 (3.56)	22 (4.13)	1 (4.38)
13.	having an organization to speak for staff concerns.	22 (3.82)	37 (3.17)	73 (3.37)	1 (4.70)	69 (3.25)	61 (2.75)
14.	finding time to prepare for activities.	61 (3.43)	61 (2.97)	89 (2.81)	57 (3.17)	50 (3.50)	24 (3.25)
15.	the need for teachers to have input in center and classroom decision-making.	44 (3.58)	59 (2.98)	85 (3.00)	60 (3.05)	87 (3.00)	64 (2.75)
16.	ways to involve community workers and professionals in the center.	41 (3.60)	4 (3.95)	62 (3.62)	83 (2.76)	59 (3.38)	36 (3.13)
17.	the need for more social workers to handle family problems.	13 (4.14)	15 (3.42)	68 (3.50)	65 (3.00)	66 (3.25)	79 (2.63)
18.	getting additional funds for special needs of children, such as health and psychological services.	11 (4.42)	10 (3.64)	12 (4.25)	45 (3.25)	7 (4.50)	20 (3.38)
19.	finding a specialist to help with special problems in the classroom.	23 (3.78)	36 (3.18)	51 (3.68)	10 (3.81)	32 (3.88)	27 (3.25)
20.	helping parents through a crisis period.	9 (3.96)	35 (3.18)	22 (4.00)	56 (3.12)	38 (3.75)	53 (2.88)
21.	how to help parents answer their child's questions on sex.	83 (3.13)	88 (2.68)	63 (2.75)	23 (3.56)	82 (3.00)	89 (2.50)
22.	parents not marking their child's clothing.	63 (3.43)	23 (3.27)	82 (3.25)	80 (2.76)	109 (2.63)	51 (2.88)
23.	lack of parent responsiveness and feedback about what is happening at home.	5 (4.29)	8 (3.74)	67 (3.50)	44 (3.29)	30 (4.00)	52 (2.88)

Item No.	Problem Statement	Teacher Rank (Mean) Conc.	Teacher Rank (Mean) Freq.	Director Rank (Mean) Conc.	Director Rank (Mean) Freq.	Specialist Rank (Mean) Conc.	Specialist Rank (Mean) Freq.
24.	helping parents find emergency child care.	48 (3.52)	70 (2.89)	47 (3.68)	53 (3.17)	61 (3.38)	74 (2.63)
25.	dealing with the parent who will not seek outside help for his/her child with a special problem.	6 (4.17)	34 (3.19)	4 (4.50)	68 (3.00)	6 (4.50)	37 (3.13)
26.	parents who don't help their child to follow through on "homework" assignments.	52 (3.49)	77 (2.83)	88 (2.93)	14 (3.70)	60 (3.38)	96 (2.25)
27.	conflict between what parents want fortheir children (A.B.C.'s and Nos.) and what the Welfare Department tells us to offer.	76 (3.25)	87 (2.70)	93 (2.68)	90 (2.58)	110 (2.63)	86 (2.50)
28.	the need for parent education in handling the behavioral problems of children.	3 (4.43)	5 (3.95)	15 (4.18)	96 (2.23)	10 (4.38)	39 (3.13)
29.	having more money allocated for field trips.	14 (3.92)	14 (3.46)	46 (3.73)	11 (3.76)	25 (4.00)	16 (3.50)
30.	finding places appropriate for field trips.	40 (3.61)	39 (3.16)	92 (2.62)	19 (3.68)	83 (3.00)	88 (2.50)
31.	getting funds for audio-visual equipment.	29 (3.73)	29 (3.25)	60 (3.62)	93 (2.47)	76 (3.13)	76 (2.63)
32.	getting money for outdoor or "large muscle" equipment.	37 (3.63)	50 (3.10)	5 (4.43)	57 (3.11)	40 (3.75)	41 (3.00)
33.	lack of a sink in the classroom.	98 (2.62)	101 (2.19)	96 (2.37)	7 (3.82)	112 (2.50)	111 (2.00)
34.	having enough outdoor play equipment.	60 (3.44)	56 (3.00)	72 (3.37)	95 (2.25)	48 (3.50)	65 (2.75)
35.	how teachers handle behavioral problems of children.	20 (3.84)	32 (3.23)	25 (3.93)	7 (2.88)	9 (4.38)	38 (3.13)
36.	dealing with children who come from homes which hold dramatically different values than the center.	27 (3.76)	41 (3.14)	58 (3.62)	4 (3.17)	21 (4.13)	28 (3.25)

Item No.	Problem Statement	Teacher Rank (Mean) Conc.	Teacher Rank (Mean) Freq.	Director Rank (Mean) Conc.	Director Rank (Mean) Freq.	Specialist Rank (Mean) Conc.	Specialist Rank (Mean) Freq.
37.	how to handle a child who takes things home that don't belong to him/her.	64 (3.42)	76 (2.85)	78 (3.31)	48 (3.23)	49 (3.50)	97 (2.25)
38.	helping a new child feel comfortable with the class.	16 (3.90)	42 (3.14)	70 (3.43)	85 (2.70)	31 (3.88)	82 (2.63)
39.	the way FCWD and other agencies put money into researching day care centers when the money could be used by the day care centers to meet real needs.	15 (3.92)	13 (3.46)	48 (3.68)	59 (3.05)	67 (3.25)	80 (2.63)
40.	dealing with people at the state level of licensing whom we do not feel are qualified to evaluate us.	54 (3.46)	65 (2.92)	35 (3.81)	28 (3.52)	77 (3.13)	62 (2.75)
41.	the inspectors criticizing the bad things while ignoring the good things at our center.	46 (3.56)	47 (3.11)	14 (4.25)	29 (3.52)	79 (3.00)	78 (2.63)
42.	carelessness of the staff and children in handling the center's materials and equipment.	56 (3.46)	11 (3.53)	49 (3.68)	9 (3.82)	111 (2.50)	94 (2.38)
43.	improving staff communication.	36 (3.67)	21 (3.29)	31 (3.87)	49 (3.23)	101 (2.88)	93 (2.38)
44.	teacher taking a discipline problem as a personal affront.	91 (2.89)	93 (2.56)	83 (3.12)	32 (3.41)	106 (2.75)	115 (1.38)
45.	finding ways to educate the public as to what constitutes quality day care.	24 (3.77)	40 (3.16)	6 (4.43)	94 (2.41)	108 (2.63)	50 (2.88)
46.	certification not being available for Early Childhood degrees.	74 (3.30)	62 (2.96)	55 (3.62)	3 (4.29)	99 (2.88)	112 (2.00)
47.	having day care courses for credit available to staff.	18 (3.86)	54 (3.06)	16 (4.18)	42 (3.31)	100 (2.88)	77 (2.63)
48.	having up-to-date day care training programs.	25 (3.77)	48 (3.16)	20 (4.00)	18 (3.70)	105 (2.75)	90 (2.50)

Item No.	Problem Statement	Teacher Rank (Mean)		Director Rank (Mean)		Specialist Rank (Mean)	
		Conc.	Freq.	Conc.	Freq.	Conc.	Freq.
49.	establishing an organized, readily available and on-going staff training program.	19 (3.86)	30 (3.24)	45 (3.75)	27 (3.52)	39 (3.75)	25 (3.25)
50.	the way universities and colleges do not prepare students in the field of Child Development for the realities of day care.	69 (3.38)	55 (3.05)	19 (4.06)	33 (3.41)	104 (2.75)	75 (2.63)
51.	having training programs offering appropriate activities for different age groups.	32 (3.69)	46 (3.12)	43 (3.75)	30 (3.50)	68 (3.25)	91 (2.50)
52.	finding opportunities to visit other Centers to get new ideas.	8 (4.02)	16 (3.41)	( )	46 (3.25)	80 (3.00)	95 (2.38)

Form B

Item No.	Problem Statement	Teacher Conc.	Teacher Freq.	Director Conc.	Director Freq.	Specialist Conc.	Specialist Freq.
1.	getting equipment appropriate for age level in the classroom; for example, several round tables as opposed to one long one.	80 (3.20)	83 (2.79)	84 (3.06)	84 (2.75)	103 (2.86)	66 (2.71)
2.	having enough basic supplies such as sheets and cots.	77 (3.25)	90 (2.67)	75 (3.31)	81 (2.76)	72 (3.14)	100 (2.14)
3.	day care centers being housed in facilities that are not designed for them--basements, several classes in one room,et.	93 (2.81)	98 (2.36)	33 (3.87)	73 (2.94)	52 (3.43)	59 (2.86)
4.	the need for more staff per class	78 (3.24)	67 (2.90)	80 (3.25)	61 (3.05)	15 (4.41)	5 (3.86)
5.	too many teachers planning to use a center-owned van on the same day.	103 (2.21)	102 (2.12)	101 (1.92)	104 (1.73)	113 (2.43)	99 (2.14)
6.	lack of white staff applicants in a predominantly black center.	104 (1.87)	105 (1.78)	104 (1.68)	105 (1.35)	102 (2.86)	67 (2.71)

Item No.	Problem Statement	Teacher Rank (Mean)		Director Rank (Mean)		Specialist Rank (Mean)	
		Conc.	Freq.	Conc.	Freq.	Conc.	Freq.
7.	how to get more males into day care work.	65 (3.42)	24 (3.27)	40 (3.75)	7 (3.70)	34 (3.80)	7 (3.80)
8.	having a qualityday care program rather than a baby-sitting service.	17 (3.87)	18 (3.33)	8 (4.37)	70 (2.94)	2 (4.71)	19 (3.43)
9.	the need for cost of living salary increases.	1 (4.70)	1 (4.45)	3 (4.70)	4 (4.18)	11 (4.29)	4 (4.00)
10.	salaries being too low to attract or keep qualified people working in day care.	4 (4.36)	3 (4.21)	2 (4.75)	2 (4.41)	3 (4.50)	2 (4.14)
11.	finding a way to insure my being paid on time.	100 (2.56)	99 (2.23)	97 (2.31)	100 (2.00)	8 (4.43)	45 (3.00)
12.	getting the owner or director more involved in what is happening in the classroom.	92 (2.83)	96 (2.46)	99 (2.20)	101 (1.87)	33 (3.86)	9 (3.71)
13.	establishing the use of a promotional ladder and incentives for day care workers.	28 (3.73)	12 (3.50)	32 (3.87)	15 (3.70)	26 (4.00)	31 (3.14)
14.	not having a comfortable area away from the children for staff to use during their break or for meetings.	88 (3.03)	75 (2.85)	102 (1.93)	102 (1.76)	53 (3.43)	84 (2.57)
15.	finding some child-size chairs that would be comfortable for adults too.	96 (2.72)	91 (2.60)	100 (2.06)	99 (2.05)	114 (2.43)	113 (1.86)
16.	hospital staff not recognizing the validity of parent's signature on child's emergency release form; thus refusing to treat the child.	86 (3.07)	97 (2.39)	66 (3.50)	76 (2.88)	27 (4.00)	92 (2.43)
17.	getting a list of resource agencies to which we can direct parents and/or children with special needs for help.	38 (3.62)	79 (2.83)	76 (3.31)	89 (2.64)	28 (4.00)	30 (3.14)

Item No.	Problem Statement	Teacher Rank (Means)		Director Rank (Means)		Specialist Rank (Means)	
		Conc.	Freq.	Conc.	Freq.	Conc.	Freq.
18.	getting the child with emotional problems into the Mental Health Center without having to wait several months.	34 (3.68)	52 (3.08)	44 (3.75)	69 (2.94)	29 (4.00)	54 (2.86)
19.	getting parents to convey information about their child directly to the teacher rather than to the director.	30 (3.70)	22 (3.29)	86 (3.00)	91 (2.58)	54 (3.43)	85 (2.57)
20.	getting parents involved in the Parent Advisory Board.	72 (3.31)	49 (2.09)	37 (3.81)	62 (3.05)	35 (3.86)	12 (3.57)
21.	parents who neglect the personal care of their child.	2 (4.46)	6 (3.87)	11 (4.29)	47 (3.25)	4 (4.57)	34 (3.14)
22.	parents who have unrealistic expectations of teachers.	45 (3.56)	64 (2.95)	28 (3.92)	38 (3.33)	81 (3.00)	71 (2.71)
23.	developing a parent education program as a component to our center.	66 (3.41)	72 (2.88)	36 (3.81)	37 (3.35)	16 (4.14)	13 (3.57)
24.	educating parents about the benefits of good nutrition.	43 (3.59)	27 (3.25)	61 (3.62)	36 (3.58)	13 (4.29)	15 (3.57)
25.	finding ways to involve parents in center activities.	36 (3.64)	17 (3.40)	26 (3.93)	6 (3.70)	36 (3.86)	10 (3.71)
26.	dealing with parents who abuse and/or neglect their children.	7 (4.17)	19 (3.31)	17 (4.13)	58 (3.06)	1 (5.00)	83 (2.57)
27.	inconvenience to staff because parents don't telephone to let center know their child will be coming late.	47 (3.52)	25 (3.27)	71 (3.37)	64 (3.00)	57 (3.43)	58 (2.86)
28.	cost of transportation for field trips.	71 (3.33)	60 (2.98)	64 (3.52)	31 (3.43)	71 (3.14)	70 (2.71)
29.	acquiring of equipment for teaching skills.	50 (3.50)	58 (3.00)	39 (3.80)	39 (3.31)	43 (3.71)	32 (3.14)
30.	having more funds available for indoor play equipment such as trucks, housekeeping things, building equipment and manipulative toys.	85 (3.07)	85 (2.74)	52 (3.66)	51 (3.18)	65 (3.27)	56 (2.86)

Item No.	Problem Statement	Teacher Rank (Means) Conc.	Teacher Rank (Means) Freq.	Director Rank (Means) Conc.	Director Rank (Means) Freq.	Specialist Rank (Means) Conc.	Specialist Rank (Means) Freq.
31.	adapting one's facilities and equipment to meet the needs of handicapped or older children.	90 (2.96)	92 (2.58)	34 (3.86)	67 (3.00)	37 (3.86)	22 (3.29)
32.	having money allotted for replacement or maintenance of equipment.	82 (3.14)	78 (2.83)	24 (4.00)	73 (3.73)	85 (3.00)	55 (2.86)
33.	finding a list of places to contact for free supplies.	42 (3.60)	51 (3.08	21 (4.00)	12 (3.75)	46 (3.57)	47 (3.00)
34.	how to handle the child who continues to use obscenities in the center.	70 (3.37)	74 (2.85)	50 (3.68)	66 (3.00)	19 (4.14)	57 (2.86)
35.	how to handle a child who pinches, bites, or uses other forms of physical aggression upon others.	21 (3.84)	38 (3.16)	30 (3.87)	78 (2.87)	18 (4.14)	29 (3.14)
36.	finding ways to help a child who is upset when his/her parent leaves him/her at the center.	53 (3.48)	53 (3.07)	77 (3.31)	82 (2.76)	63 (3.29)	68 (2.71)
37.	how to handle children's questions on sex.	99 (2.61)	104 (2.04)	90 (2.75)	92 (2.52)	55 (3.43)	69 (2.71)
38.	the need for a welfare specialist to help only with program development. This would be someone other than the specialist who handles certification.	101 (2.46)	100 (2.26)	86 (3.00)	86 (2.70)	42 (3.71)	17 (3.43)
39.	dealing with county supervisors. (whom we do not feel are qualified to give us supervision).	97 (2.67)	94 (2.47)	74 (3.33)	79 (2.81)	64 (3.29)	49 (3.00)
40.	finding qualified substitutes.	87 (3.06)	71 (2.88)	65 (3.50)	43 (3.29)	44 (3.71)	21 (3.29)
41.	lack of full commitment of staff due to minimal pay.	62 (3.41)	33 (3.21)	54 (3.66)	50 (3.18)	12 4.29)	8 (3.86)
42.	the somewhat harsh manner in which untrained staff sometimes communicate with the children.	81 (3.16)	81 (2.80)	18 (4.06)	74 (2.98)	23 (4.00)	23 (3.29)

Item No.	Problem Statement	Teacher Rank (Means)		Director Rank (Means)		Specialist Rank (Means)	
		Conc.	Freq.	Conc.	Freq.	Conc.	Freq.
43.	the image that the public has of those working in day care (simply as babysitters).	26 (3.76)	26 (3.27)	10 (4.33)	20 (3.68)	17 (4.14)	11 (3.71)
44.	the indifference of politicians in focusing on day care issues.	55 (3.46)	20 (3.30)	9 (4.33)	5 (4.06)	14 (4.29)	6 (3.86)
45.	finding convenient times to offer staff training that do not conflict with the work schedule.	51 (3.50)	43 (3.14)	38 (3.81)	22 (3.58)	24 (4.00)	3 (4.00)
46.	Welfare Department offering courses more suitable to our needs.	57 (3.45)	45 (3.13)	53 (3.66)	41 (3.31)	5 (4.57)	18 (3.43)
47.	the need for training staff to recognize and deal with children with special needs.	31 (3.70)	31 (3.23)	59 (3.62)	35 (3.35)	20 (4.14)	(3.57)
48.	having Child Development training available to others in the community.	68 (3.40)	57 (3.00)	79 (3.26)	63 (3.00)	56 (3.43)	44 (3.00)
49.	the short training period of CETA workers.	89 (3.01)	69 (2.89)	63 (3.56)	25 (3.56)	73 (3.14)	72 (2.71)
50.	having more of the training workshops for the teachers taught by people who are directly involved in day care.	35 (3.67)	28 (3.25)	23 (4.00)	21 (3.60)	47 (3.57)	73 (2.71)
51.	finding ways to enable workers to get release time to take non-welfare training programs.	79 (3.23)	63 (2.96)	69 (3.43)	40 (3.31)	58 (3.43)	33 (3.14)

TABLE 2-66

TRAINING NEEDS

Center Teacher's Ranking

Rank	Mean	Training Statement
Much		
1	3.44	Children with special needs (Expl. speech and hearing)
2	3.40	Helping children with a minor speech problem (articulation)
3	3.30	Discipline techniques for school-age children
4	3.27	How to deal with children who are restless, bored, and won't participate in activities
5	3.18	Autistic children
6	3.11	Courses that give credit for a diploma and/or degree
7	3.10	Science concepts
8	3.08	Mainstreaming handicapped children into regular classrooms
9	3.07	T.A. training (transactional analysis)
10	3.05	Hyperactivity
11	3.03	Handling children that have temper tantrums
12	2.98	Handling children that bite, spit, and use other forms of aggression
13	2.97	Drama
14	2.97	How to recognize a child with special needs
15.	2.95	Children's listening skills
Some		
16.	2.93	First grade readiness skills
17.	2.91	What a kindergarten really teaches

Center Teacher's Ranking

Rank	Mean	Training Statement
18.	2.87	Recognizing emotionally disturbed children
19.	2.87	Special training just for aides
20.	2.86	Music
21.	2.86	How to use many different materials for art
22.	2.79	Handling children's questions on sex
23.	2.78	Crafts for children
24.	2.75	Teaching beginning reading
25.	2.75	Ideas to use on field trips
26.	2.74	How a child at different ages views his world
27.	2.74	Self-concept development of children
28.	2.73	Appalachian
29.	2.73	Chicano
30.	2.67	Language
31.	2.67	Puppet making
32.	2.65	How to communicate with parents
33.	2.65	Oriental
34.	2.62	Physical education
35.	2.60	Behavior modification
36.	2.58	Classroom management
37.	2.56	Teaching beginning writing
38.	2.56	Nutrition
39.	2.54	Finger plays
40.	2.54	Identifying and understanding different stages of child growth and development
41.	2.54	Motor development

Center Teacher's Ranking

Rank	Mean	Training Statement
42.	2.53	How to plan for curriculum and activities
43.	2.51	Self awareness for me as a teacher
44.	2.48	Helping children show respect for others
None		
45.	2.38	Beginning numbers (Math)
46.	2.37	How to prepare quantity food for children
47.	2.34	First aid
48.	2.28	How to use an outdoor space
49.	2.27	Ideas on how to use equipment and materials we already have
50.	2.10	Black
51.	1.98	How to talk to children

TABLE 2-67

A Comparison of the Training Needs Indicating Rank and Mean Between Teachers, Directors and Specialist

Item Number	Training Need Statement	Teacher Rank (mean)	Director Rank (mean)	Specialist Rank (mean)
1.	Children with Special Needs (Expl. Speech and Hearing)	1 (3.44)	1 (3.82)	22 (3.14)
2.	Handling Children that Bite, Spit, and Use Other Forms of Aggression	12 (2.98)	28 (3.00)	13 (3.43)
3.	Discipline Techniques for School-age Children	3 (3.30)	3 (3.47)	19 (3.29)
4.	Handling Children's Questions on Sex	22 (2.79)	51 (2.17)	38 (2.86)
5.	Ideas on How to Use Equipment and Material We Already Have	48 (2.27)	48 (2.52)	21 (3.14)
6.	Crafts for Children	23 (2.78)	43 (2.76)	20 (3.29)
7.	Music	21 (2.86)	7 (3.35)	45 (2.57)
8.	Finger Plays	39 (2.54)	39 (2.82)	48 (2.57)
9.	Puppet Making	31 (2.67)	36 (2.88)	49 (2.57)
10.	First Aid	47 (2.34)	19 (3.12)	7 (3.43)
11.	Courses That Give Credit for a Diploma and/or Degree	6 (3.11)	16 (3.18)	(3.59)
12.	Teaching Beginning Reading	25 (2.75)	40 (2.70)	43 (2.57)
13.	Teaching Beginning Writing	38 (2.56)	47 (2.58)	44 (2.57)
14.	Helping Children Show Respect for Others	44 (2.48)	10 (3.29)	6 (3.43)

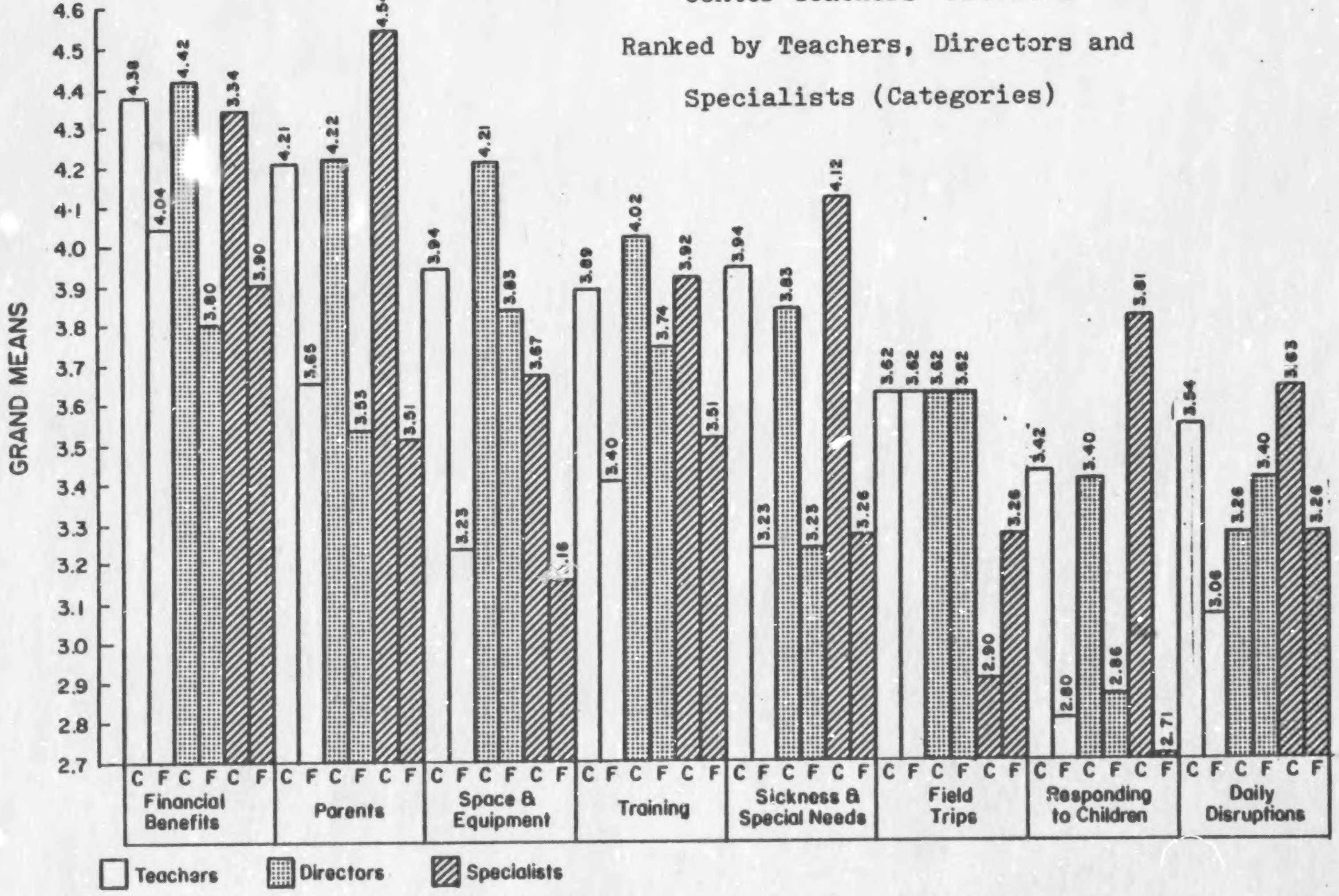
Item Number	Training Need Statement	Teacher Rank (mean)	Director Rank (mean)	Specialist Rank (mean)
15.	How to Use Many Different Materials for Art	20 (2.86)	38 (2.88)	37 (2.86
16.	First Grade Readiness Skills	16 (2.93)	33 (2.92)	50 (2.14)
17.	Ideas to Use on Field Trips	24 (2.75)	35 (2.88)	51 (2.14)
18.	Physical Education	34 (2.62)	30 (2.94)	42 (2.71)
19.	Drama	14 (2.97)	13 (3.23)	41 (2.71)
20.	How to Recognize a Child With Special Needs	13 (2.97)	4 (3.41)	12 (3.43)
21.	Handling Children that Have Temper Tantrums	11 (3.03)	17 (3.18)	1 (3.71)
22.	Identifying and Understanding Different Stages of Child Growth and Development	40 (2.54)	27 (3.00)	2 (3.71)
23.	How a Child at Different Ages Views His World	27 (2.74)	37 (2.88)	3 (3.71)
24.	How to Plan for Curriculum and Activities	42 (2.53)	46 (2.64)	4 (3.57)
25.	Behavior Modification	35 (2.60)	31 (2.94)	34 (3.00)
26.	Self-concept Development of Children	26 (2.74)	26 (3.00)	8 (3.43)
27.	How to Communicate with Parents	33 (2.65)	20 (3.11)	18 (3.29)
28.	Nutrition	37 (2.56)	49 (2.43)	36 (2.86)

Item Number	Training Need Statement	Teacher Rank (mean)	Director Rank (mean)	Specialist Rank (mean)
29.	Children's Listening Skills	15 (2.95)	29 (3.00)	33 (3.00)
30.	Autistic Children	5 (3.18)	24 (3.00)	9 (3.43)
31.	How to Deal With Children That are Restless, Bored and Won't Participate in Activities	4 (3.27)	12 (3.29)	10 (3.43)
32.	Classroom Management	36 (2.58)	23 (3.00)	32 (3.43)
33.	Appalachian	29 (2.73)	9 (3.31)	15 (3.29)
34.	Chicano	28 (2.73)	11 (3.26)	26 (3.14)
35.	Black	50 (2.10)	21 (3.06)	32 (3.00)
36.	Oriental	32 (2.65)	15 (3.20)	30 (3.00)
37.	Self-awareness for Me as a Teacher	43 (2.51)	22 (3.06)	16 (3.29)
38.	Recognizing Emotionally Disturbed Children	19 (2.87)	18 (3.17)	17 (3.29)
39.	How to Prepare Quality Food for Children	46 (2.37)	50 (2.37)	46 (2.57)
40.	What a Kindergarten Really Teaches	17 (2.91)	34 (2.82)	40 (2.71)
41.	How to Talk to Children	51 (1.98)	41 (2.76)	14 (3.29)

Item Number	Training Need Statement	Teacher Rank (mean)	Director Rank (mean)	Specialist Rank (mean)
42.	Mainstreaming Handicapped Children into Regular Classroom	8 (3.08)	14 (3.23)	25 (3.14)
43.	Special Training Just for Aides	18 (2.87)	8 (3.35)	27 (3.14)
44.	Beginning Numbers (Math)	45 (2.38)	44 (2.75)	47 (2.57)
45.	Language	30 (2.67)	32 (2.94)	30 (3.14)
46.	Science Concepts	7 (3.10)	25 (3.00)	28 (3.14)
47.	Motor Development	41 (2.54)	42 (2.76)	29 (3.14)
48.	How to Use an Outdoor Space	49 (2.28)	45 (2.70)	39 (2.71)
49.	Hyperactivity	12 (3.05)	2 (3.75)	5 (3.57)
50.	T.A. Training (Transactional Analysis)	9 (3.07)	6 (3.37)	23 (3.14)
51.	Helping Children With a Minor Speech Problem (Articulation)	2 (3.40)	5 (3.41)	24 (3.14)

TABLE 2-68

Center Teachers' Problems Ranked by Teachers, Directors and Specialists (Categories)



CHAPTER 3, CENTER TEACHERS - INFANT/TODDLER PROBLEMS

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CHAPTER 3, CENTER TEACHERS - INFANT/TODDLER PROBLEMS

INTRODUCTION

The focus of this chapter is the problems of teachers working with infants and toddlers in center settings. Only 2 centers in the Title XX system provide infant and/or toddler care therefore our number of respondents (ten) is somewhat limited. Recognizing this limitation in advance, it was hoped that the demographic data would provide more detailed information about need for infant/toddler center care.

Few teachers, directors, parents or specialists provided information about infant/toddler care in their generation of problems of importance which were later included in the checklist. Therefore, with the exception of data presented in Tables 3-1 and 3-2 (pp.3-6,7), we are left with our beginning questions:

1. What is the need for infant/toddler care in the Title XX System?
2. If more in-center programs for infants/toddlers were available, would parents choose this option less often, as often or more often than in-home care?

3. Is there an implicit preference for in-home infant/toddler care in placements in areas where both settings are available?
4. Do the more stringent staffing requirements for infant/toddler groups act to limit the number of center programs providing such care or are other limitations - space, equipment, motivation - of greater importance?

It is disappointing to us that the chosen strategy (or method) for generating information, the problem checklist, failed to generate useful data in this area of primary concern to FCWD supervisory staff. However, questions 2, 3 and 4 above would lead themselves to other analysis techniques in the future. Information to answer question 2 could be generated through development and use of a questionnaire for parents of infants/toddlers already in the Title XX system as well as for parents in the process of entering the system. The information which will serve to answer question 3 is already available within the FCWD. Based on available literature and research regarding the effects of group care in centers on infants and toddlers, good cases can be built both for center and for home care of the infants/toddlers of working or in-training parents. Therefore, at present the FCWD is in the position of making policy without clearcut information pointing the way. What would be helpful to all involved, parents, child care programs in all three settings - home, center, child's home - and FCWD staff is a stated policy regarding infant/toddler care. Since by far the majority of children at these developmental stages are being cared for in home provider settings, those responsible for making policy need to clarify for themselves just what that policy is.

Finally, information related to question 4 can be obtained through interviews with programs in the community who are willing to be interviewed and who fall into one or more of the following categories:

1. Center programs in the Title XX System not providing infant/toddler care;
2. Center programs in the community-at-large, yet not caring for Title XX children, who are providing infant/toddler care;
3. Center programs in either of the above categories which have attempted at sometime in the relatively recent past to provide infant/toddler care;
4. Telephone or mail interviews with a select sample of successful infant/toddler center programs across the country.

TABLES

All of the data generated on problems of center teachers working with infants and toddlers are displayed in Tables 3-1 and 3-2 (pp. 3-6,7).

Results

The following two tables present infant/toddler teachers problems first on the concern variable and then on the frequency variable. The problems ranked highest on both variables were: 1) finding ways to get parent cooperation in potty training and 2) finding ideas of activities appropriate for toddlers.

Interpretation

Many of the other problems generated by the center teachers and presented and discussed in Chapter 2 of this report appear to be general, i.e., applicable to most age/stage groups of children, while the teachers of infants/toddlers cite problems requiring direct help with highly specific problems.

Recommendations

It appears that the problem "finding appropriate activities" is in fact a plea for aid in infant/toddler curriculum development. In light of the infant/toddler training of teachers already underway under 94-401 aegis, it seems appropriate to recommend that FCWD obtain copies of infant/toddler curricula already developed (e.g., the Weikart/Lambie program, the Nisonger program for developmentally delayed infants, the Gordon texts, the texts and program of Earladeen Badger in Cincinnati) and develop a training process for both center and home providers which will help them to modify these curricula to meet the needs of specific Title XX families of infant/toddlers.

TABLE 3-1

CENTER INFANT-TODDLER TEACHER'S PROBLEMS

RANKED (Means) by Concern
(includes frequency)

Rank	Concern (Means)	Problem Statement	Frequency (means)
1	4.20	Finding ways to get parent cooperation with potty training	4.00
2	3.75	Finding ideas of activities appropriate for toddlers	3.57
3	3.70	Finding qualified substitutes to handle babies	3.11
4	3.54	Having nurse's aide training available to Infant Care Providers	2.11
5	3.50	Finding ways to direct a very active toddler	3.42
6	3.25	Finding ideas and having funds available for more field trips for toddlers	2.75
7	3.25	The need for large muscle equipment appropriate for toddlers	3.00
8	3.22	Getting more janitorial help for the necessary daily clean-up in infant rooms	2.75
9	3.11	Finding a diaper pail solution that doesn't cause diaper rash	2.12
10	3.00	The need for separate playground for infant-toddlers from the older children	2.75
11	3.00	Not having a safe, soft, carpeted area for the infants who are not yet steady on their feet	2.60
12	2.72	Getting help with handling an infant who screams constantly	2.60
13	2.45	Finding a way for the center to furnish "Pampers" and baby food	1.60

TABLE 3-2

CENTER INFANT-TODDLER TEACHER'S PROBLEMS

Ranked (Means) by Frequency
(includes Concern)

Rank	Frequency (Means)	Problem Statement	Concern (Means)
1	4.00	Finding ways to get parent cooperation with potty training	4.20
2	3.57	Finding ideas of activities appropriate for toddlers	3.75
3	3.42	Finding ways to direct a very active toddler	3.50
4	3.11	Finding qualified substitutes to handle babies	3.70
5	3.00	The need for large muscle equipment appropriate for toddlers	3.25
6	2.75	Getting more janitorial help for the necessary daily clean-up in infant rooms	3.22
7	2.75	Finding ideas and having funds available for more field trips for toddlers	3.25
8	2.75	The need for a separate playground for infant-toddlers from the older children	3.00
9	2.60	Getting help with handling an infant who screams constantly	2.72
10	2.60	Not having a safe, soft, carpeted area for the infants who are not yet steady on their feet	3.00
11	2.12	Finding a diaper pail solution that doesn't cause diaper rash	3.11
12	2.11	Having nurse's aide training available to infant care providers	3.54
13	1.60	Finding a way for the Center to furnish "Pampers" and baby food	2.45

CHAPTER 4, SCHOOL AND ADOLESCENT PROBLEMS OF CENTER TEACHERS

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CHAPTER 4, SCHOOL AND ADOLESCENT PROBLEMS OF CENTER TEACHERS

INTRODUCTION

Day care center programs for school age and adolescent children of working or in-training parents pose unique questions for day care personnel around the country. What do we know about adolescent development that will help us to make appropriate plans for interacting with them? What do adolescents tell us about what they believe is appropriate? How do we tackle the thorny problem of appropriate structure of after school programs when most of the children come to us after an already highly externally-structured school day? Can after school care sustain itself financially to permit the purchase of equipment and materials and the setting aside of essential special space? What can we do to encourage the pleasurable interactions of school age and adolescent children in center settings with the younger children in the program?

Few of our best known developmental theories extend in any detail into adolescence; and while there are many, many references which provide developmental profiles of children eight years of age and under, there are virtually no adequate profiles of adolescents. One of the first valuable steps for FCWD staff to take, therefore, would be to work with a specialist in adolescence to generate their own data bank about major references - texts and journal articles, of professionals in the community who are working with adolescents and of information about nationwide programs for adolescents which have distinguished records. Perhaps then one of the day care center specialists could coordinate the information and bring together area professionals and representative providers, children and parents for the purpose of describing in some detail a good program for school age and adolescent children. This effort - synthesized with the materials developed under the 94-401 funding for training of teachers of school-age and adolescent children and the new evaluation instruments for assessing school-age/adolescent care - ought to begin to provide FCWD with a more comprehensive view of what _is_ and _could be_ within the Title XX system of services to children.

TABLES

Findings about teacher problems with school-age/adolescent care are displayed in Tables 4-1 and 4-2 (pp.4-6,7) in this chapter. Again, the number of respondents (21) and responses were limited in this category.

Results

On both _concern_ and _frequency_ teacher problems clustered on three categories: 1) equipment, 2) space and 3) discipline.

Interpretations

The first two categories of problems are particularly challenging since they are also linked in complex ways to the financial problems already cited in Chapter 2. For most day care center programs space is always at a premium.

Recommendations

Most school-age and adolescent children are oriented to group activities when given the choice - and group activities often require a great deal of space. One approach to problem-solving with regard to space would be to link day care programs for after-school care of children in a particular neighborhood to other community programs for school-agers such as those of recreation centers and libraries. Center staff should be encouraged to search the neighborhood for "found space" which could be converted - with the children's aid - to the special.

Since the school age or adolescent child is oriented "outside the home" one might coordinate the social clubs and school activities so that these children can engage in activities that meet their special interests and needs. To be housed in a day center with preschool, appropriate toys and younger children could be humiliating to these age groups.

It is suggested that techniques found in Parent Effectiveness Training (PET) might be helpful for teachers in "discipline" or handling misbehavior. A balance between supervision and trust in the child's ability to "care for him/her self".

Since only limited data is present here, we might recommend further research in this area.

TABLE 4-1

CENTER TEACHER'S SCHOOL AGE AND ADOLESCENT'S PROBLEMS

Ranked (means) based on concern

(includes frequency)

RANK	CONCERN (means)	PROBLEM STATEMENT	FREQUENCY (means)
1	4.18	the need for outside equipment appropriate for school-age children and adolescents	3.64
2	4.17	the need for appropriate classroom equipment (games, etc.) for school age and adolescent children	3.62
3	4.12	having workshops for staff members dealing with the adolescent age group	3.35
4	4.00	finding effective ways to discipline school age children and adolescents	3.70
5	3.93	lack of space for the number of school age and adolescent children	3.46
6	3.76	finding appropriate techniques of disciplining older children	3.64
7	3.58	finding effective ways to teach games (softball, etc.) to school age and adolescent children	2.88
8	3.46	helping children accept failure without giving up	3.26
9	3.12	the need for academic programs in the Center during the summer	2.64
10	3.11	regulations that exclude some children from the program	2.33
11	2.88	finding ways to handle a child who tells "tall tales" about things that happen at school	2.47
12	2.20	need for classrooms with higher ceilings to handle tall climbers, etc.	1.85

TABLE 4-2
CENTER TEACHER'S SCHOOL AGE AND ADOLESCENT'S PROBLEMS
Ranked (means) based on frequency
(includes concern)

RANK	FREQUENCY (means)	PROBLEM STATEMENT	CONCERN (means)
1	3.70	finding effective ways to discipline school age children and adolescents	4.00
2	3.64	the need for outside equipment appropriate for school-age children and adolescents	4.18
3	3.64	finding appropriate techniques of disciplining older children	3.76
4	3.62	the need for appropriate classroom equipment (games, etc.) for school age and adolescent children	4.17
5	3.46	lack of space for the number of school age and adolescent children	3.93
6	3.35	having workshops for staff members dealing with the adolescent age group	4.12
7	3.26	helping children accept failure without giving up	3.46
8	2.88	finding effective ways to teach games (softball, etc.) to school age and adolescent children	3.58
9	2.64	the need for academic programs in the Center	3.12
10	2.47	finding ways to handle a child who tells "tall tales" about things that happen at school	2.88
11	2.33	regulations that exclude some children from the program	3.11
12	1.85	need for classrooms with higher ceilings to handle tall climbers, etc.	2.20

CHAPTER 5, CENTER DIRECTORS' PROBLEMS

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CHAPTER 5, CENTER DIRECTOR PROBLEMS

INTRODUCTION

The focus of this chapter is center director problems. In almost all day care center programs the director is responsible for total management and in many instances is an owner-director setting policy and budget parameters.

Descriptive data about the seventeen directors of centers in the Title XX system who were surveyed indicates the following characteristics of the group:

1. All but one have had college training with an equal breakdown of numbers with two years of college (4), an undergraduate degree (4) and post-graduate study (4).
2. Of the 13 directors for whom we have data about type of degree, 3 hold degrees in child development, 5 in education and 5 in some other field (2 of those in social work and 1 in home economics/business).
3. Of the 17 directors, 6 are under 30 years of age.

In most day care programs the director provides the primary leadership role and is, therefore, the pivot around which the quality of the program revolves. The data about their problems and insights follows in the subsequent sections of this chapter.

TABLES

There are six tables in this chapter and a list of them follows this section. You will need no new information to interpret this data.

Chapter 5, Center Directors

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CENTER DIRECTOR PROBLEMS

Results - Both the directors and specialists clearly rank those problems dealing with finances, governing agencies and handling of paperwork or requirements as of extreme concern or always (Frequency) a problem. They are concerned about day care's "image" in the eyes of the public; while dealing with staff is important but ranked lower. It is interesting to notice that there are 50 problems reported and 43 of them are ranked higher than 3.00 on Concern. This would suggest that the director feels quite intense about nearly all of the problems that they report.

Recommendation - The problems suggest that a special, well-designed training program might be of help for directors. Such a program might be offered by the small business bureau or an agency that can provide training in: 1) numeral accounting skills, 2) organization techniques, 3) public relations skills. The training should help directors explore ideas for finding other sources of funding such as foundations.

The director could also organize themselves into a consortium and possibly contract with one of the local banks to handle their financial billing, tax problems and deal with them as small cooperatives.

The paper work required of these centers might be "kept under control" if representatives of the governing or supervising agency would meet to design one form that would give all the information that all would need, thus requiring the directors to give information only once.

Training Needs

Guide and Results - This Table (5-6) gives the directors ranking of training request or need undated by both the teachers and directors interviews. They appear quite similar to the teachers rankings (Table 2-60) with special needs ranked high, discipline and responding to child second in priority while "using space and equipment, nutrition or preparing quantity food for children" is ranked extremely low when compared with the teachers' rankings.

Comparisons Between Director and Specialist Responses on Director Problems

Results - Table 5-5 (pp. 5-26) presents director problems ranked by both directors and specialists. Nine findings are of special interest:

1. On the problem (Item #6) "rapid staff turn-over" there is a great divergence of responses between the two groups with directors ranking the problem #47 on Concern and #44 on Frequency while specialists ranked the problem #6 on Concern and #1 on Frequency.
2. On the problem (Item #14) "how to increase the level of funding per Title XX child" there is high convergence between the two groups with

directors ranking it #6 on both Concern and Frequency and specialists ranking it #4 on both variables.

3. On the problem (Item #18) "finding a way for profit centers to qualify for outside funds, directors and specialists rank it low on Concern but directors rank it 3rd on Frequency.
4. On the problem (Item #20) of the "impossibility of meeting requirements of quality care for $30.00 per week/per child" we again find convergence between the two groups: directors ranking it #5 on Concern and #2 on Frequency and Specialists with #9 on Concern and #7 on Frequency.
5. On the problem (Item #23) "getting additional funds to support contracting for transportation needs" we find divergence of results with directors ranking it high (#3 on Concern, #5 on Frequency) and specialists ranking it low (#33 on Concern, #36 on Frequency).
6. On the problem (Item #24) "salaries too low to attract qualified people" we find almost total convergence of the groups with directors ranking the problem #1 on both variables and specialists ranking it #2 on Concern and #3 on Frequency.

7. On the problem (Item #28) "improving communication between the Welfare Department and centers we get relative convergence with special convergences on the concern variable - directors ranking it #2 and specialists #1.
8. On the problem (Item #30) "inconsistencies among agencies on requirements" again we have convergence of the groups with rankings on Concern of #4 by directors and #3 by specialists and rankings on Frequency of #7 by directors and #6 by specialists.
9. On the problem (Item #34) "duplication of paperwork" we have divergent responses with directors ranking the problem of less importance on both variables than the specialists. (Directors - #18 on Concern, #14 on Frequency. Specialists - #5 on Concern, #2 on Frequency.)

Interpretation - The groups are most divergent on the problem of "staff turn-over" with the directors not seeing the problem as important. However, if you note that directors rank the problem of "salaries being too low to attract qualified people of #1 Concern. Then we may entertain the possibility that the directors see one problem - low salaries - as the "cause" of the second - staff turn over. Further evidence would be needed to support this interpretation.

Of particular importance to the readers are the findings that both directors and specialists rank "improving communication between FCWD and centers" very high on both variables. We interpret this finding as suggesting that both groups find this problem occurring with frequency and of great concern when it occurs. Both groups recognize the existence of a problem and since they are equally concerned now is the time for acting to pose tentative solutions.

Recommendations - The development of a plan of action addressed to the problem of communication between FCWD and the center-directors would be a top priority.

A Comparison of the Directors Problems and the Specialist Ranking of the Directors Problems

Results - Table 5-5 permits the reader to compare the directors' ranking and means and at the same time to see how the specialists rank the same problem. It is helpful to watch for extremely high rank by one and a low ranking by another. For example, the directors ranked "the rapid staff turn-over" as low on both Concern (2.70 with 47th rank) and Frequency (3.20 with 44th rank) while the specialist ranked the turn-over as extremely high on concern (4.12 with a rank of 6) and always on frequency (4.25 with number 1 rank).

Interpretation - This might suggest that the specialists see a serious problem related to staff turn-over while the director is embedded in problems dealing with finance, outside agencies and paperwork.

Data needs to be collected and analyzed which directly addresses the problem of rapid staff turn-over. First, what has been the turn-over rate in Title XX centers over the past, say, three years? What positions have the most rapid turn-over? What reasons are given for individual choices to leave a position? Then, which perception is more accurate based on this new evidence - is rapid staff turn-over not a problem for Title XX programs as indicated by directors or is it a major problem as ranked by FCWD specialists?

Specialists and directors agree that current Title XX funding for day care is inadequate. Four of the nine problems we highlight in this discussion are related to inadequate or needed financing. Questions which we need to answer are: How are funding levels set in the Title XX system and by whom? How much autonomy does the FCWD have in funding policy making? How much of what is determined in this domain is done at the national level? How well informed are local directors of Title XX programs in regard to funding from national, state and county points-of-view?

Finally, respondents of both groups agree that county, state and federal requirements are inconsistent and troublesome. Who can and should take the initiative in facilitating discourse among representatives of these agencies for the purpose of identifying and analyzing these inconsistencies?

Recommendations

Our recommendations on the problem of rapid staff turnover are embedded in the previous interpretations. Central to any view of this problem is the need to resolve the highly divergent views of the directors and specialists with more evidence and more detailed analysis.

Responsibility for resolving the agreed upon problems of communication between the FCWD and centers, rests initially with the FCWD. This problem probably reflects a number of sub-problems such as no written FCWD policies or procedures for resolving conflicts and differences of opinion, FCWD evaluation processes which discourage verbal discussion between directors and specialists and the ever-present problem of adversary-like relationships between all agencies responsible for evaluation and the agencies evaluated. Since the number of day care centers is small, special seminars with and for directors would be relatively easy and inexpensive to organize and conduct. At least one such seminar, guidelines for reciprocal responsibility for effective communication could be developed.

Again the responsibility for analyzing and working on the inconsistencies between agencies seems to rest initially with the FCWD. While informal communication only has been a tradition with these agencies, there may be no real blocks to more formal problem-posing/problem-solving situations.

Later, it would be helpful if a day care consortium would sponsor discussions with the agencies involved.

Finally, since directors and specialists agree that inadequate funding is a problem, the FCWD might consider a two-strategy attack: First, organizing training seminar for directors which are directed at helping them to make the best possible use of the funds now available; and, second, searching for new sources of funding at local, state and federal levels perhaps in conjunction with 4C or some other agencies already involved in the funding network.

The primary point we are making in this chapter is that directors are often the key to change in day care programs. Since they may feel that they need less "training" than teachers and other day care personnel, seminar discussion groups addressing the problems they have posed in the Needs Assessment Study would be a good beginning point.

TABLE 5-1

CENTER DIRECTOR'S PROBLEMS
Ranked (Means) by Concern
(includes frequency)

Rank	Concern (means)	Problem Statement	Frequency (means)
Extremely			
1	4.81	salaries being too low to attract qualified people	4.82
2	4.73	improving communication between the Welfare Department and Centers	4.00
3	4.60	getting additional funds to support contracting for transportation needs	4.27
4	4.57	inconsistencies among the licensing requirements issued by State, County and Federal agencies	4.24
5	4.50	strict requirements for equipment and staffing patterns making it impossible to cover center costs at $30.00 a week reimbursement per child	4.50
6	4.44	how to increase the level of funding per Title XX child.	4.25
7	4.43	finding ways to educate the public as to what constitutes quality day care	2.41
8	4.43	reimbursement for sudden unexpected increases such as rent, utilities, etc.	3.71
9	4.38	having money allocated for the purpose of staff education	4.06
10	4.37	having a quality day care program rather than a babysitting service	2.94
11	4.33	the indifference of politicians in focusing on day care issues.	4.06
12	4.33	the image that the public has of those working in day care (simply as babysitters)	3.68
13	4.27	getting additional funds to support transportation vehicles which are owned by the Center	4.19
[illegible]	4.25	the inspectors criticizing the bad things while ignoring the good things at our Center	3.52

Rank	Concern (means)	Problem Statement	Frequency (means)
Extremely			
.5	4.25	having more understanding between public, private and federal agencies as to where and why funding is dispersed.	4.06
16	4.13	lack of time the administrators can devote to the program because we are tied up with administrative paperwork.	4.06
17	4.13	reimbursement for Title XX children	3.88
18	4.13	duplication of paper work for the Federal, State, and County agencies	3.88
19	4.06	the somewhat harsh manner in which untrained staff sometimes communicate with the children	2.98
20	3.93	how teachers handle behavioral problems of children	2.88
21	3.93	maintaining our centers during times of decreasing enrollment	3.53
22	3.82	finding ways to increase enrollment	3.68
Somewhat			
23	3.81	dealing with people at the State level of licensing whom we do not feel are qualified to evaluate us	3.52
24	3.73	County requirements that we spend a certain amount of money within a given time	3.00
25	3.68	carelessness of the staff and children in handling the center's materials and equipment	3.82
26	3.67	the need for one central agency to evaluate center	3.33
27	3.65	the need for more federally licensed centers for infants	3.80
28	3.63	the Welfare Referral Program giving preference to home care rather than centers	3.63
29	3.63	finding qualified substitutes	3.63
30	3.62	a need for staff and administrators to understand the law as it affects day care	2.11
31	3.62	ways to involve community workers and professionals in the Center	2.76

Rank	Concern (means)	Problem Statement	Frequency (means)
32	3.58	finding ways to publicize special services available in our center	3.31
33	3.58	filling all of our Title XX slots	3.25
34	3.53	insurance coverage carried by private transportation agencies	3.28
35	3.50	how to be a friend to the staff and still have them take me seriously when I speak from a director's standpoint	3.41
36	3.47	getting input from local day care operators into State laws and regulations	3.47
37	3.43	having opportunities available to get together with other directors to share insight and solutions for our unique problems	2.60
38	3.38	the need for inspectors to take more time to accurately evaluate centers	3.59
39	3.33	dealing with county supervisors (whom we do not feel are qualified to give us supervision	2.81
40	3.19	finding a way for profit Centers to qualify for outside funds	3.41
41	3.12	teacher taking a discipline problem as a personal affront	3.41
42	3.00	the time required to establish good public relations with outside agencies (United Way, etc.)	2.69
43	3.00	the need for a welfare specialist to help only with program development. This would be someone other than the specialist who handles certification	2.70
44	2.94	whether children eating in public school are supervised to insure they eat a balanced meal	2.75
45	2.94	agency imposed regulations conflicting with the values of the parents regarding appropriate diet	2.63
Not at all			
46	2.70	creating continuity in our food program by having school age children take their lunch in the center rather than in the public school	3.00
47	2.64	the rapid staff turn-over	3.20

Rank	Concern (means)	Problem Statement	Frequency (means)
Not at all			
48	2.47	increasing the number of Title XX slots for our center	2.44
49	2.33	finding substitutes to work the late night shifts	2.17
50	1.88	lack of black and biracial referrals from the Welfare Department to a predominantly white center.	1.88

TABLE 5-2

CENTER DIRECTOR'S PROBLEMS
Ranked (Means) by Frequency
(includes Concern)

RANK	FREQUENCY (means)	PROBLEM STATEMENT	CONCERN (means)
Always			
1	4.82	salaries being too low to attract qualified people	4.81
2	4.50	strict requirements for equipment and staffing patterns making it impossible to cover center costs at $30.00 a week reimbursement per child	4.50
3	4.27	getting additional funds to support contracting for transportation needs	4.60
4	4.25	how to increase the level of funding per Title XX child	4.44
5	4.24	inconsistencies among the licensing requirements issued by State, County and Federal agencies	4.57
6	4.19	getting additional funds to support transportation vehicles which are owned by the Center	4.27
7	4.06	lack of time the administrators can devote to the program because we are tied up with administrative paperwork	4.13
8	4.06	having money allocated for the purpose of staff education	4.38
9	4.06	the indifference of politicians in focusing on day care issues	4.33
10	4.06	having more understanding between public, private and federal agencies as to where and why funding is dispersed	4.25
11	4.00	improving communication between Welfare Department and Centers	4.73
12	3.88	duplication of paperwork for the Federal, state, and County agencies	4.13
13	3.88	reimbursement for Title XX children	4.13

RANK	FREQUENCY (means)	PROBLEM STATEMENT	CONCERN (means)
Occasionally			
14	3.82	carelessness of the staff and children in handling the center's materials and equipment	3.68
15	3.80	the need for more federally licensed centers for infants	3.65
16	3.71	reimbursement for sudden unexpected increases such as rent, utilities, etc.	4.43
17	3.68	finding ways to increase enrollment	3.82
18	3.68	the image that the public has of those working in day care (simply as babysitters)	4.33
19	3.63	finding qualified substitutes	3.63
20	3.63	the Welfare Referral Program giving preference to home care rather than centers	3.63
21	3.59	the need for inspectors to take more time to accurately evaluate centers	3.38
22	3.53	maintaining our centers during times of decreasing enrollment	3.93
23	3.52	dealing with people at the State level of licensing whom we do not feel are qualified to evaluate us	3.81
24	3.52	the inspectors criticizing the bad things while ignoring the good things at our Center	4.25
25	3.41	finding a way for profit Centers to qualify for outside funds	3.19
26	3.41	teacher taking a discipline problem as a personal affront	3.12
27	3.41	how to be a friend to the staff and still have them take me seriously when I speak from a director's standpoint	3.50
28	3.33	the need for one central agency to evaluate centers	3.67
29	3.31	finding ways to publicize special services available in our center	3.58
30	3.28	insurance coverage carried by private transportation agencies	3.52

RANK	FREQUENCY (means)	PROBLEM STATEMENT	CONCERN (means)
Somewhat			
31	3.25	filling all of our Title XX slots	3.58
32	3.20	the rapid staff turn-over	2.64
33	3.00	creating continuity in our food program by having school age children take their lunch in the center rather than in the public school	2.70
34	3.00	County requirements that we spend a certain amount of money within a given time	3.73
35	2.94	having a quality day care program rather than a babysitting service	4.37
36	2.93	the somewhat harsh manner in which untrained staff sometimes communicate with the children	4.06
37	2.88	how teachers handle behavioral problems of children	3.93
Never			
38	2.81	dealing with county supervisors (whom we do not feel are qualified to give us supervision	3.33
39	2.76	ways to involve community workers and professionals in the center	3.62
40	2.75	whether children eating in public school are supervised to insure they eat a balanced meal	2.94
41	2.75	getting input from local day care operators into State laws and regulations	3.47
42	2.70	the need for a welfare specialist to help only with program development. This would be someone other than the specialist who handles certification	3.00
43	2.69	the time required to establish good public relations with outside agencies (United Way etc.)	3.00
44	2.63	agency imposed regulations conflicting with the values of the parents regarding appropriate diet	2.94
45	2.60	having opportunities available to get together with other directors to share insight and solutions for our unique problems	3.43
46	2.44	increasing the number of Title XX slots for out center.	2.47

RANK	FREQUENCY (means)	PROBLEM STATEMENT	CONCERN (means)
Not at all			
47	2.41	finding ways to educate the public as to what constitutes quality day care	4.43
48	2.17	finding substitutes to work the late night shifts	2.33
49	2.11	a need for staff and administrators to understand the law as it affects day care	3.62
50	1.88	lack of black and biracial referrals from the Welfare Department to a predominantly white center	1.88

TABLE 5-3

SPECIALIST RANKING OF DIRECTOR'S PROBLEMS

Ranked (Means) by Concern
(includes Frequency

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Extremely			
1	4.62	improving communicatiom between the Welfare Department and Centers	4.00
2	4.37	salaries being too low to attract qualified people	4.25
3	4.37	inconsistencies among the licensing requirements issued by state, county and federal agencies	4.00
4	4.37	how to increase the level of funding per Title XX child	4.12
5	4.25	duplication of paper work for the federal, state, and county agencies	4.25
6	4.12	the rapid staff turn-over	4.25
7	4.12	getting input from local day care operators into state laws and regulations	3.00
8	4.00	the need for inspectors to take more time to accurately evaluate centers	3.25
9	4.00	strict requirements for equipment and staffing patterns make it impossible to cover center costs at $30.00 a week reimbursement per child	3.87
10	3.75	finding qualified substitutes	3.50
11	3.75	maintaining our centers during times of decreasing enrollment	3.50
Somewhat			
12	3.62	having more understanding between public, private and federal agencies as to where and why funding is dispersed	3.12
13	3.62	lack of time the administrators can devote to the program because we are tied up with administrative paperwork	3.50

Rank	Concern (Means)	Problem Statement	Frequency (Means)
14	3.62	the need for more federally licensed centers for infants	3.37
15	3.50	having opportunities available to get together with other directors to share insight and solutions for our unique problems	3.00
16	3.37	having money allocated for the purpose of staff education	3.00
17	3.37	insurance coverage carried by private transportation agencies	2.75
18	3.37	finding ways to increase enrollment	3.25
19	3.25	filling all of our Title XX slots	3.00
20	3.25	finding ways to publicize special services available in our center	2.62
21	3.12	how to be a friend to the staff and still have them take me seriously when I speak from a director's standpoint	2.87
22	3.12	finding a way for profit centers to qualify for outside funds	2.87
23	3.12	county requirements that we spend a certain amount of money within a given time	3.00
24	3.00	reimbursement for sudden unexpected increases such as rent, utilities, etc.	3.00
Not at all			
25	2.87	the need for one central agency to evaluate centers	2.37
26	2.87	agency imposed regulations conflicting with the values of the parents regarding appropriate diet	2.62
27	3.87	reimbursement for Title XX children	2.75
28	2.62	getting additional funds to support transportation vehicles which are owned by the center	2.37

Rank	Concern (Means)	Problem Statement	Frequency (Means)
29	2.62	increasing the number of Title XX slots for our center	2.75
30	2.50	finding substitutes to work the late night shift	2.25
31	2.50	the time required to establish good public relations with outside agencies (United Way, etc.)	2.00
32	2.50	the Welfare Referral Program giving preference to home care rather than centers	2.37
33	2.37	getting additional funds to support contracting for transportation needs	2.00
34	2.37	creating continuity in our food program by having school age children take their lunch in the center rather than in the public school	2.37
35	2.25	whether children eating in public school are supervised to insure they eat a balanced meal	2.25
36	2.00	lack of black and biracial referrals from the Welfare Department to a predominantly white center	2.12

TABLE 5-4

SPECIALIST RANKING OF DIRECTOR'S PROBLEMS

Ranked (Means) by Frequency
(includes Concern)

Rank	Frequency (Means)	Problem Statement	Concern (Means)
Always			
1	4.25	the rapid staff turn-over.	4.12
2	4.25	duplication of paper work for the federal, state, and county agencies	4.24
3	4.25	salaries being too low to attract qualified people	4.37
4	4.12	how to increase the level of funding per Title XX child	4.37
5	4.00	improving communication between the Welfare Department and centers	4.62
6	4.00	inconsistencies among the licensing requirements issused by state, county, and federal agencies	4.37
7	3.87	strict requirements for equipment and staffing patterns making it impossible to cover center costs at $30.00 a week reimbursement per child	4.00
8	3.50	maintaining our centers during times of decreasing enrollment	3.75
9	3.50	lack of time the administrators can devote to the program because we are tied up with administrative paperwork	3.62
10	3.50	finding qualified substitutes	3.75
Occasionally			
11	3.37	the need for more federally licensed centers for infants	3.62
12	3.25	finding ways to increase enrollment	3.37

Rank	Frequency (Means)	Problem Statement	Concern (Means)
13	3.25	the need for inspectors to take more time to accurately evaluate centers	4.00
14	3.12	having more understanding between public, private and federal agencies as to where and why funding is dispersed	3.62
15	3.00	filling all of our Title XX slots	3.25
16	3.00	having opportunities available to get together with other directors to share insight and solutions for our unique problems	3.50
17	3.00	having money allocated for the purpose of staff education	3.37
18	3.00	County requirements that we spend a certain amount of money within a given time	3.12
19	3.00	reimbursement for sudden unexpecced increases such as rent, utilities, etc.	3.00
20	3.00	getting input from local day care operators into State laws and regulations	4.12
21	2.87	finding a way for profit centers to qualify for outside funds	3.12
22	2.87	how to be a friend to the staff and still have them take me seriously when I speak from a director's standpoint	3.12
23	2.75	reimbursement for Title XX children	2.87
24	2.75	increasing the number of Title XX slots for our center.	2.62
25	2.75	insurance coverage carried by private transportation agencies	3.37
Never			
26	2.62	agency imposed regulations conflicting with the values of the parents regarding appropriate diet	2.87

Rank	Frequency (Means)	Problem Statement	Concern (Means)
27	2.62	finding ways to publicize special services available in our center.	3.25
28	2.37	getting additional funds to support transportation vehicles which are owned by the center	2.62
29	2.37	the welfare referral program giving preference to home care rather than centers	2.50
30	2.37	creating continuity in our food program by having school-age children take their lunch in the center rather than in the public school	2.37
31	2.37	the need for one central agency to evaluate centers	2.87
32	2.25	whether children eating in public school are supervised to insure they eat a balanced meal	2.25
33	2.25	finding substitutes to work the late night shift	2.50
34	2.12	lack of black and biracial referrals from the Welfare Department to a predominantly white center	2.00
35	2.00	the time required to establish good public relations with outside agencies (United Way, etc.)	2.50
36	2.00	getting additional funds to support contracting for transportation needs	2.37

TABLE 5-5

A COMPARISON OF THE DIRECTOR'S PROBLEMS INDICATING RANK AND MEANS BETWEEN DIRECTORS AND SPECIALIST

		Director		Specialist	
Item No.	Problem Statement	Ranking Conc.	Ranking Freq.	Ranking Conc.	Ranking Freq.
1	having opportunities available to get together with other directors to share insight and solutions for our unique problems	37 (3.43)	42 (2.60)	15 (3.50)	15 (3.00)
2	getting input from local day care operators into state laws and regulations	36 (3.47)	38 (2.75)	7 (4.12)	20 (3.00)
3	finding ways to publicize special services available in our center	32 (3.58)	28 (3.31)	20 (3.25)	27 (2.62)
4	whether children eating in public school are supervised to insure they eat a balanced meal	44 (2.94)	37 (2.78)	35 (2.25)	32 (2.25)
5	creating continuity in our food program by having school age children take their lunch in the center rather than in the public school	46 (2.70)	45 (3.00)	34 (2.37)	30 (2.37)
6	the rapid staff turn-over	47 (2.64)	44 (3.20)	6 (4.12)	1 (4.25)
7	the need for more federally licensed centers for infants	27 (3.65)	17 (3.80)	14 (3.62)	11 (3.37)
8	finding ways to increase enrollment	22 (3.82)	19 (3.68)	18 (3.37)	12 (3.25)
9	maintaining our centers during times of decreasing enrollment	21 (3.93)	23 (3.53)	11 (3.75)	8 (3.50)
10	filling all of our Title XX slots	33 (3.58)	30 (3.25)	19 (3.25)	15 (3.00)
11	lack of black and biracial referrals from the Welfare Department to a predominantly white center	50 (1.88)	50 (1.88)	36 (2.00)	34 (2.12)
12	increasing the number of Title XX slots for our center	48 (2.47)	46 (2.44)	29 (2.62)	24 (2.75)

Item No.	Problem Statement	Director Ranking Conc.	Director Ranking Freq.	Specialist Ranking Conc.	Specialist Ranking Freq.
13	having more understanding between public, private and federal agencies as to where and why funding is dispersed	15 (4.25)	12 (4.06)	12 (3.62)	14 (3.12)
14	how to increase the level of funding per Title XX child	6 (4.44)	6 (4.25)	4 (4.37)	4 (4.12)
15	having money allocated for the purpose of staff education	9 (4.38)	10 (4.06)	16 (3.37)	17 (3.00)
16	insurance coverage carried by private transportation agencies	34 (3.53)	29 (3.28)	17 (3.37)	25 (2.75)
17	getting additional funds to support transportation vehicles which are owned by the center	13 (4.27)	8 (4.19)	28 (2.62)	28 (2.37)
18	finding a way for profit centers to qualify for outside funds	40 (3.19)	3 (3.41)	22 (3.12)	21 (2.87)
19	County requirements that we spend a certain amount of money within a given time	25 (3.73)	31 (3.00)	23 (3.12)	18 (3.00)
20	strict requirements for equipment and staffing patterns making it impossible to cover center costs at $30.00 a week reimbursement per child	5 (4.50)	2 (4.50)	9 (4.00)	7 (3.87)
21	reimbursement for sudden unexpected increases such as rent, utilities, etc.	8 (4.43)	18 (3.71)	24 (3.00)	19 (3.00)
22	reimbursement for Title XX children	17 (4.13)	15 (3.88)	27 (2.87)	23 (2.75)
23	getting additional funds to support contracting for transportation needs	3 (4.60)	5 (4.27)	33 (2.37)	36 (2.00)
24	salaries being too low to attract qualified people	1 (4.81)	1 (4.82)	2 (4.37)	3 (4.25)
25	the need for inspectors to take more time to accurately evaluate centers	38 (3.38)	43 (3.59)	8 (4.00)	13 (3.25)

Item No.	Problem Statement	Director Ranking Conc.	Director Ranking Freq.	Specialist Ranking Conc.	Specialist Ranking Freq.
26	the welfare referral program giving preference to home care rather than centers	28 (3.63)	22 (3.63)	32 (2.50)	29 (2.37)
27	how to be a friend to the staff and still have them take me seriously when I speak from a director's standpoint	35 (3.50)	26 (3.41)	21 (3.12)	22 (2.87)
28	improving communication between the Welfare Department and centers	2 (4.73)	13 (4.00)	1 (4.62)	5 (4.00)
29	lack of time the administrators can devote to the program because we are tied up with administrative paperwork	16 (4.13)	11 (4.06)	13 (3.62)	9 (3.50)
30	inconsistencies among the licensing requirements issued by state, county and federal agencies	4 (4.57)	7 (4.24)	3 (4.37)	6 (4.00)
31	agency imposed regulations conflicting with the values of the parents regarding appropriate diet	45 (2.94)	41 (2.63)	26 (2.87)	26 (2.62)
32	the time required to establish good public relations with outside agencies (United Way, etc.)	42 (3.00)	40 (2.69)	31 (2.50)	35 (2.00)
33	the need for one central agency to evaluate centers	24 (3.67)	27 (3.33)	25 (2.87)	31 (2.37)
34	duplication of paper work for the federal, state, and county agencies	18 (4.13)	14 (3.88)	5 (4.25)	2 (4.25)
35	finding qualified substitutes	29 (3.63)	21 (3.63)	10 (3.75)	10 (3.50)
36	finding substitutes to work the late night shift	49 (2.33)	48 (2.17)	30 (2.50)	33 (2.25)

TABLE 5-6

TRAINING NEEDS

Center Director's Ranking

Rank	Mean	Training Statement
Much		
1	3.82	Children with special needs (Expl. Speech and Hearing)
2	3.75	Hyperactivity
3	3.47	Discipline techniques for school-age children
4	3.41	How to recognize a child with special needs
5	3.41	Helping children with a minor speech problem (articulation)
6	3.37	T.A. training (transactional analysis)
7	3.35	Special training just for aides
8	3.35	Music
9	3.31	Appalachian
10	3.29	How to deal with children who are restless, bored, and won't participate in activities
11	3.29	Helping children show respect for others
12	3.26	Chicano
Some		
13	3.23	Mainstreaming handicapped children into regular classrooms
14	3.23	Drama
15	3.20	Oriental
16	3.18	Handling children that have temper tantrums
17	3.18	Courses that give credit for a diploma and/or degree
18	3.17	Recognizing emotionally disturbed children
19	3.12	First aid

Center Director's Ranking

Rank	Mean	Training Statement
20	3.11	How to communicate with parents
21	3.06	Black
22	3.06	Self awareness for me as a teacher
23	3.00	Identifying and understanding different stages of child growth and development
24	3.00	Self concept development of children
25	3.00	Children's listening skills
26	3.00	Autistic children
27	3.00	Classroom management
28	3.00	Handling children that bite, spit, and use other forms of aggression
29	3.00	Science concepts
30	2.94	Physical education
31	2.94	Behavior modification
32	2.94	Language
33	2.92	First grade readiness skills
34	2.88	Puppet making
35	2.88	How to use many different materials for art
36	2.88	Ideas to use on field trips
37	2.88	How a child at different ages views his world
38	2.82	Finger plays
39	2.82	What a kindergarten really teaches
40	2.76	How to talk to children
41	2.76	Motor development
42	2.76	Crafts for children
43	2.75	Beginning numbers (Math)

Center Director's Ranking

Rank	Mean	Training Statement
44	2.70	How to use an outdoor space
None		
45	2.70	How to use an outdoor space
46	2.64	How to plan for curriculum and activities
47	2.58	Teaching beginning writing
48	2.52	Ideas on how to use equipment and material we already have
49	2.43	Nutrition
50	2.37	How to prepare quantity food for children
51	2.17	Handling children's questions on sex

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CHAPTER 6, HOME PROVIDER PROBLEMS

INTRODUCTION

The problems of home providers, individuals caring in their home for Title XX children, are highlighted in this chapter. Table 6-1 (pp. 6-18) provides descriptive background information about this group of day care providers in the Title XX system. (One must keep in mind, however, that the data describes only those providers who responded to the checklist and may not describe accurately the entire home provider population.) The responding home providers (218) are characterized as:

1. Averaging 37 years of age;
2. Having 65% of their number with 4 or more years of experience caring for children;
3. Having 2 or fewer children of their own at home with the great majority of those children pre-school age and older;
4. Having 45% of their number without a high school diploma and 34% more with a high school diploma (total of 79% with high school diploma or less).

When we begin to characterize home care we find that:

1. The South Zone has by far the fewest home providers;
2. Most children are cared for in home settings where there are 4 or fewer Title XX children

3. Of the children being cared for in the responding home providers' homes there are almost equal numbers of toddlers, preschoolers and schoolagers;
4. 68 infants are being cared for by the responding home providers.

Tables

There are 34 tables of data about home care in this chapter. A list of them follows (pp. 6-4). The only new information which the reader will need as a guide to interpreting the data is that providers are divided into geographical zones according to the current zones already established by the FCWD. Those zones are South Side, Center City, Suburban, Mid-East and Westside. The breakdown of home providers respondents by zones can be found in Table 6-1 (p. 6-18). Tables 6-2 and 6-3 simply list all of the problems of home providers ranked by concern and frequency.

Financial Problems

Results

The primary category of home providers Concern is financial. These providers are interested in 1) paid holidays, 2) insurance, 3) paid vacations, 4) sick leave, 5) overtime pay and 6) pay for overhead expenses. Home providers also rank these problems high on frequency.

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The Specialists ranked concern (4.65) even higher on financial problems as they related to HP (4.13) while the frequency was rated lower by both specialist and home provider with little order change in ranking.

Interpretation

While home providers are in high agreement about financial concerns, they have worked for the FCWD for an average of 4 years - some of them for 10 years or longer. This may be linked to their generally low educational level; that is, these providers may have found that few jobs are available to them which have more benefits than they now have working at home.

Recommendations

The FCWD might want to begin its efforts by focusing on the problems listed as of somewhat concern because these are more tangible and perhaps easier to impact on positively. For instance, home providers might be helped by FCWD efforts to:

1. Help them sign up for employee credit union;
2. Make sure their FCWD checks are on time;
3. Establish a more efficient reimbursement system for transportation to and from workshops;
4. Devise an orderly way to replace lost checks.

The Department might also consider the feasibility of developing a pay scale that would provide increased pay based on training and/or number of years of service.

Parents

Results

The highest ranked concerns of home providers, those of extreme concern, relate to informing the parents about the program and about their responsibilities as well as trying to establish a clear-cut set of rules of operation. The second major area of concern focuses on parental attention to the health, cleanliness and general care of the child. The remaining problems are a potpourri with some of them clustering around the parent-home provider relationship.

On the Concern variable the FCWD specialists ranked home provider parents very high with a mean of 4.84 while on Frequency the mean value drops to 3.97. Specialist rankings differ from the HP's with high values given to value conflicts between HP and parents and to health and emotional concerns related to the child.

Interpretations

Provider ranking of problems indicates that they feel powerless when up against parents and look to the authority of the FCWD for guidance and change. In addition, it should be reassuring to note that home providers rank not-at-all of concern problems related to unfair parent criticism, racial problems and threats made by parents or children.

Specialists rankings may reflect their attempts to be equally concerned about HP's, parents and children.

Recommendations

The first recommendation is for a policy which requires a personal meeting of the home provider, parent and child, and FCWD specialist before actual placement to clearly delineate rules, responsibilities and reciprocal expectations. It would also seem advisable to develop a clear, written policy regarding HP responsibilities when they become aware of health or safety problems of a child in their care.

Training

Results

Home providers took a middle ground in rating training problems with means of 3.36 on Concern and 3.00 on Frequency. Most of the training-related problems which they did indicate cluster around the inconveniences they associate with training workshops. These inconveniences are: 1) workshops too long, 2) too short notice of training offerings, 3) difficulty in finding substitutes to replace the HP during training, 4) having to take some of their children along during some training sessions and 5) arranging for transportation to and from workshops.

Although they were asked to identify specific training needs, the responding HP's saw little need for training. They did cite two training needs - special need children and understanding medical problems.

On the frequency dimension nearly all of the "inconvenience" concerns rose to the highest rankings. Specialists who ranked the HP problems regarding training mirrored the HP's responses by giving high rankings to the inconvenience concerns.

Recommendations

The high ranking of the inconvenience of the training opportunities calls for an evaluation of how, when and where training is provided for home providers. Of special importance to providers is advance notice of dates and topics of training.

Since many of the HP have been in the Title XX system for quite some time, it might be helpful to move away from the practice of offering one workshop for all thereby disregarding their experience and previous training. The alternative would be individualized sessions for specific groups of providers. When total group programs are offered, it is suggested that they have some sort of a social component. Home providers have multiple demands placed upon them by parents and the FCWD alike and would probably respond very positively to occasions in which they feel appreciated and of importance. Awards, banquets, lunches or small social meetings would help give them an increased sense of professional identity and worth.

The five geographic zones provide an already existing clustering of providers which could be used in planning individualized training sessions.

Workshops which are planned should be provider-centered as much as possible with a de-emphasis on the views of the "expert from Local U." Some of these workshops could have a "therapeutic" tone within which the HP could express their feelings in a supportive group setting. These groups could be lead at times by the FCWD specialists thereby forging new avenues of communication which have been indicated as being much-needed. Out of these talk sessions the HP could, with the help of the group leader, decide what outside expertise they want to make use of. Role playing could be used to enable HP to express their problems and to model appropriate solutions. One of the central themes of these group meetings ought to be learning to respond more appropriately to children and parents.

The number one problem of home providers with regard to the FCWD (Table 6-15) is "having a way to voice our grievances". Perhaps group sessions of the type suggested above could be effective problem-posing/problem-solving situations in which providers are as responsible for "solving" as for "posing".

Provider Problems Related to the FCWD

Results

Home providers rank problems with the FCWD of low concern. The highest ranked of their concerns related to the FCWD involve "having a voice" and the general flow of communication. Most of the remaining problems bear little relationship to one another.

Results on the *Frequency* dimension are highly similar to those on *Concern*. The exception, however, is the higher ranking on frequency of problems calling for the FCWD to take a stronger supervisory position with regard to parents.

Specialist rankings on home provider problems related to the FCWD are much higher (4.70 mean) than those of the providers themselves.

Interpretations

Home providers seem to believe that virtually all of the decision-making power in the Title XX system resides with the FCWD. They expect the department to exercise that power to make positive change especially in influencing parents to meet their responsibilities to children and providers.

Recommendations

Our recommendations focus primarily on the concerns of the specialists whose responses seem to indicate:

1. That they do not feel that they are doing a good job with the providers;
2. That Department regulations, procedures and policies inhibit their doing a good job;
3. That they do not feel that home providers are in a good position professionally.

Specialists and their supervisors need to assess together the general quality of the job they are doing for and with providers, clients and children. This process could begin with a listing of the ten major areas of specialist responsibility and an in-depth group discussion of each area separately. Those areas in which there are evidence and general agreement of need for change should be prioritized and a plan of action detailed. Perhaps specialists could be divided into special committees to develop the plan of action for each designated area of concern.

Again, we must recommend that the development of policies and procedures related to Title XX day care services be designated a top priority. Lack of such policies and procedures continue to come through as a major contributor to the effectiveness and morale of the specialists.

Finally, specialists and providers need to be educated to the "realities" of decision-making power within any federally funded program. This should be done in a way that accurately portrays the effects of federal guidelines and influence while equally accurately portraying the major impact of local county autonomy. The crux of the matter is to achieve understanding without enhancing either provider or specialist sense of powerlessness.

Emergencies

Results

The problems within the category emergencies seem to be ranked somewhat (3.10) high on Concern and as we would hope to see very low on Frequency (2.39). The Specialists are much more concerned (3.85) and see them occurring more frequency (2.97).

Recommendations

Although the problems are only ranked between Extremely and Somewhat in Concern each problem in themselves seem to reflect a serious concern. It is suggested here that policies be reviewed and procedures made clear to all including the HP the steps to be taken when 1) children are bitten by strange dogs, 2) what foods are allergic to children, 3) caring for ill children, 4) getting a doctor and having it paid for, and 5) special needs child be identified.

Responding to Children

Results

The HP rank the problems dealing with Responding to Children very low and in the somewhat-not at all category on Concern (3.01) with the bulk of ratings between 3.00 and 2.00. They indicate that these problems are even more infrequent (2.59). This data suggests that HP feel very good about responding to children and see themselves as quite competent. The things that do concern them are primarily related to value-laden responses, i.e., lying, swearing. There are also a number of problems that cluster around negative behavior such as violent tempers, breaking things, teasing and biting.

On the other hand, the problems ranked high on frequency deal with going to bed, sharing food, and other daily occurrences.

Specialists, on the other hand, rank this category extremely high on Concern with a mean of 4.61 but give it a lower Frequency of 2.80.

Interpretation

Specialists and home providers diverge considerably in their Concern for responding to children. This difference may mean that the specialists have different expectations from providers and that the providers are meeting their own expectations but not those of the FCWD.

Recommendations

The quality of child care in any setting is influenced by the responses of providers to the children in their care. The FCWD specialists are responsible for evaluating quality of care and have been trained to observe the interactions of providers and children as part of that evaluation. If HP's could be involved in training for self-evaluation many of them would subsequently raise their expectations and develop expertise in responding to children. Simulated situations and role playing techniques would be especially appropriate in such training efforts.

USDA

Results

Home providers rated problems related to the USDA consistently low on both Concern (2.80 mean) and Frequency (2.54) mean. These problems involve being paid, paperwork and being informed by the FCWD about the USDA.

Recommendations

No one really knows what actual average food expenses of the home provider are. Therefore, we recommend a small research project using 5 to 10 randomly selected home providers to record actual expenses, time spent in food preparation-related tasks and adherence to USDA guidelines.

Home Providers' Problems, A Comparison of the Category Rankings Between the HP and Specialist

The graph (Table 6-32) is provided to enable the reader to make a visual comparison of the mean school on frequency and concern when the HP problems in categories are compared between HP and Specialist.

Results

The graph shows clearly the dramatic difference between how home providers view their problems and how the specialists that supervise them view the same problem. The Specialists ranking indicated, especially in concern, nearly double the intensity of concern than do the HP. This is seen in the categories of Parents, Training, Emergency, Responding to Children, and USDA.

Interpretation

The visual presentation of the graph would give added support to the question raised in this chapter, and would call for more data as to why HP and Specialist should differ so dramatically.

Infants and Toddlers

Results

There is a general lack of data generated in this category. It is possible that a new research effort which would more frequently sample home provider problems in the care of infants and toddlers would be helpful.

School-Agers and Adolescents

Results

The problems in this category could not be ranked and must be inspected individually. Those problems identified are primarily related to child misbehavior and children's feelings that they do not need provider care.

Table 6-1

Background Information

Home Provider (HP)

Total Numbers of HP Surveyed 218

Number of Children Cared for by HP

No. of Children	No. of HP
0	17
1	22
2	37
3	55
4	77
5	6
6	5
7	3
8	2

average No. children per HP	3
smallest number	0
largest	8

Number of children by age

Infant	68
Toddler	102
Preschool	119
Schoolage	127
Adolescence	12
Not now cared for children	12

Number of the providers own children under 17 years of age

No. of children	No. of HP
0	84
1	66
2	44
3	19
4	4
5	1

Provider's Child's Age

	Number
Infancy	9
Toddler	11
Preschool	34
Schoolage	74
Adolescence	59

Age of Home Providers

Age of HP	No. of Providers
20-25	12
26-30	25
31-35	23
36-40	19
41-45	32
46-50	37
51-55	27
56-60	17
61-65	5
66-70	1
71	1
Total	218

Average age of HP - 37
Youngest 20
Oldest 71

Number of Years as a FC

No. of Years	No. of Providers
0	9
1	43
2	22
3	31
4	37
5	37
6	15
7	14
8	6
10	3
20	1

Average Number of Years Worked - 4

Number HP Certified as:

No Special Certification	16
Special Needs	20
Emergency CC	15
USDA	99

Highest Level of Education

Some High School	101
High School Diploma	72
Some College	25
College Degree	3
No Response	17

Zone
(Missing 15)

South Side	10
Center City	50
Suburban	23
Mid-East	81
West Side	35

TABLE 6-2

Home Providers Problems
Ranked (Means) by Concern

(includes frequency)

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Extremely			
1	4.23	not having paid holidays	3.71
2	4.14	not having insurance coverage	3.56
3	4.11	not having the same benefits as other county employees	3.60
4	4.10	not having paid vacation	3.59
5	4.07	not having sick leave	3.54
6	4.02	salary being too low for the responsibility I have	3.77
7	3.93	having workshops for parents to improve their skills as a parent	2.93
8	3.87	substitutes not being paid enough	3.46
9	3.79	not being paid to take care of children on holidays	2.97
10	3.77	my salary is not enough to cover the cost of wear and tear on my house	3.30
11	3.75	having a meeting for parents explaining the home care program	2.81
12	3.71	my pay not being enough to cover expenses such as food, transportation, etc.	3.20
13	2.67	children not obeying me	2.34
14	3.65	not being paid overtime when children awe picked up late	2.97
15	3.58	getting paid extra when I care for children with special needs	2.40
16	3.56	parents not letting me know when they will be late in picking up their children	2.71
17	3.53	special needs of children being identified before I take them into my home	2.63

Rank	Concern (Means)	Problem Statement	Frequency (Means)
18	3.52	having a way for providers to voice our grievances	2.78
19	3.50	mothers not having a set of regulations about the home care program and their responsibility	2.54
20	3.42	the mother not dressing their child properly for the weather	2.61
21	3.39	parents lack of concern for their children's health	2.17
22	3.38	not being told in advance when the parent knows the child will not be coming	2.60
23	3.35	many mothers needing to qualify for home care not knowing about the program	2.93
24	3.35	parents not picking up children on time (lateness)	2.79
25	3.34	the mother of a toddler not having time for her child	2.13
26	3.34	the small amount of money allocated per meal in the USDA program	3.00
27	3.34	not having taxes taken out of pay checks before they are mailed	2.78
28	3.33	not having a credit union	2.88
29	3.31	having workshops which cover special needs	2.50
30	3.30	who should pay for the doctor if a child gets sick at my house	1.98
Somewhat			
31	3.21	having a mandatory meeting for providers to meet parents before children are placed in my home	2.66
32	3.20	children lying to their parents about what happened in my home	2.04
33	3.20	children having to attend the entire 18-week training program with the providers	2.93
34	3.18	taking time away from the children I care for to attend workshops	2.95
35	3.17	helping children who do not know how to express their needs through language	2.26

Rank	Concern (Means)	Problem Statement	Frequency (Means)
36	3.15	mothers treating their child in a cold, impersonal way	1.87
37	3.15	the parents expecting me to assume full responsibility for their child	2.44
38	3.14	a child who lies most of the time when I ask him a question	2.46
39	3.14	the number of things the Welfare Department wants me to do with children during the day	2.79
40	3.13	the number of children the Welfare Department says I can care for	2.43
41	3.13	caring for a child who is ill	2.47
42	3.11	having a chance to get together with parents more often	2.36
43	3.11	the money spent on workshops ould be put to better use	2.81
44	3.10	getting money to take children on field trips	2.42
45	3.10	the long wait in having my vacancies filled	2.85
46	3.08	not knowing what foods children can or can't eat	1.94
47	3.07	workshops being announced on short notice	3.16
48	3.06	the young child who has crying spells for no apparent reason	2.13
49	3.05	parents bringing children in dirty clothes	2.03
50	3.05	child using swear words	2.10
51	3.02	substitutes not always being available	3.00
52	3.01	not being able to serve as a substitute for other providers so that they can take a vacation	2.20
53	3.01	the older children knowing that the provider cannot spank them so they misbehave	2.42
54	3.01	the Welfare Department visiting the parents' homes more often	2.50
55	3.00	getting more background information on new children and their parents from the Welfare Department	2.25
56	3.00	pay checks not being on time when invoices have been sent in on time	2.59

Rank	Concern (Means)	Problem Statement	Frequency (Means)
57	3.00	children playing with matches	1.50
58	3.00	not being able to attend workshops because it is too difficult to find a substitute	2.88
59	2.98	not getting reimbursed for transportation to workshops	2.53
60	2.98	workshops are not scheduled at convenient times	3.03
61	2.95	what my response should be to children who share family concerns with me	2.08
62	2.94	babies who whine all the time	2.15
63	2.92	not being able to get in touch with parents when they are late in picking uptheir children	2.17
64	2.92	children who have violent temper tantrums	2.09
65	2.91	the Welfare Office not checking on a mother's continued employment or school attendance	2.05
66	2.91	being able to have a meeting with parents, providers and the Welfare Department to solve problems about a child	2.07
67	2.90	many of the workshops repeating the 18-week training course	2.65
68	2.90	having to take the children to training sessions	2.68
69	2.89	children breaking things in my home	2.38
70	2.89	older children trying to boss the younger children	2.52
71	2.89	not having the Welfare Department pay for my medical physicals	2.50
72	2.86	parents not always feeding the children before delivering them, especially breakfast	2.75
73	2.84	the Welfare Department requiring providers to fill out too many forms	2.46
74	2.83	children destroying the toys I provide	2.43
75	2.83	the 18-week orientation course being too long	2.52
76	2.81	getting special medical training to help me work with children who have medical problems (example: sicle cell anemia and others)	1.82

Rank	Concern (Means)	Problem Statement	Frequency (Means)
77	2.80	the amount of paper work required by the USDA program	2.56
78	2.80	children who tease the other children	2.57
79	2.80	there being too many workshops	2.69
80	2.78	children who do not want to leave me and go home	2.44
81	2.78	preschoolers who are very nervous	1.79
82	2.78	the parents not leaving a change of clothes for the child if he wets or gets dirty	2.50
83	2.77	getting to know other providers so we can share food, transportation, and ideas	2.29
84	2.76	establishing better communication between the welfare office, home, and provider	2.55
85	2.76	having a workshop each year which explains my responsibility as a provider	2.26
86	2.76	mothers who are too overprotective	2.18
87	2.74	having to go to workshops	2.57
88	2.73	a child who is old enough to be potty trained and the parent will not help with this training	2.22
89	2.72	the conflict between what the child is allowed to do at home and what he can do at my house	2.50
90	2.71	not getting anything out of the workshops	2.35
91	2.70	children who destroy the furniture in my home	2.04
92	2.70	not having a list of foods that the children are allergic to	1.90
93	2.70	the USDA allowance not being enough to meet the nutrition requirements	2.48
94	2.68	getting paid for transporting children to and from my home	2.09
95	2.68	children who constantly demand my attention every moment	2.33
96	2.68	the amount of time it takes to get a USDA application processed	2.27

Rank	Concern (Means)	Problem Statement	Frequency (Means)
97	2.66	children not eating what I prepare for them	1.97
98	2.60	the workshops being boring	2.27
99	2.60	too many day care homes being certified when my slots are not filled	2.38
100	2.60	children scattering the toys all over the room and not cleaning up	2.60
101	2.60	a child who bites the other children when he gets angry	2.05
102	2.59	having a car or bus available so I can take children out for activities (to the zoo, downtown or other)	2.80
103	2.59	not being able to have double contracts	2.13
104	2.59	children not sharing their toys	2.54
105	2.55	parents sending someone else to pick up the children without notifying me	1.50
106	2.53	hyperactive school agers	1.93
107	2.53	a child fighting with another over a toy	2.70
108	2.52	not being able to keep children on an emergency basis because I do not have emergency certification	1.77
109	2.51	children resisting taking naps	2.47
110	2.50	workshops giving me outdated ideas on child care	1.89
111	2.50	the difficulty in getting lost or stolen check reissued	1.29
112	2.50	children engaging in exploratory body play with other children	1.50
113	2.50	not being allowed to spank or use physical punishment	1.86
114	2.49	children talking back to me whenI ask them to do something	2.21
115	2.49	unexpected visits to my home by people working with FCWD	1.97
116	2.49	toddlers who will not eat solid foods	1.79
117	2.49	the child who is overattached to the mother and does not want to leave her in the morning	2.16

Rank	Concern (Means)	Problem Statement	Frequency (Means)
118	2.48	the older children not coming directly to my home after school	1.63
119	2.48	having to measure food for the USDA program upset the way I normally cook	2.41
120	2.48	a child fighting with his brothers or sisters	2.43
121	2.46	parents allowing the child too many snacks or sweets	2.35
122	2.46	children purposely spilling something to get a reaction from me	1.81
123	2.45	the toddler who cries when he hears a sudden noice	1.99
124	2.44	toddlers having a temper tantrum when his mother comes to pick him up	2.24
125	2.40	not being able to attend workshops because I don't have transportation	2.24
126	2.40	older children who bring dangerous items to my home (example: a knife)	1.46
127	2.40	the children I care for not getting along with my children	1.51
128	2.40	how to bring a new child into my home without upsetting those I already care for	2.04
129	2.39	children being bitten by stray animals	1.33
130	2.39	not always knowing what to expect when I attend a workshops	2.04
131	2.39	parents dropping off their children too early	1.91
132	2.37	an older baby still taking a bottle (over two years of age)	1.62
133	2.37	not being told when the parents are going on vacation	1.54
134	2.35	getting more help from the roving trainers	1.89
135	2.35	medical information given to me not always being accurate	1.73
136	2.34	USDA checks always being late	2.48

Rank	Concern (Means)	Problem Statement	Frequency (Means)
137	2.33	an adolescent girl showing an exaggerated interest in boys	1.33
138	2.33	the training program spending too much time on arts and crafts	2.15
139	2.33	toddlers biting the toys	2.15
140	2.31	parents who leave it to the children to get to my home	1.20
141	2.31	children generally spending too much time watching television	1.90
142	2.30	children wandering out of my play yard	1.51
143	2.30	not always being able to have a family terminated when I request it	1.29
144	2.30	the number of people who visit my home from FCWD	1.93
145	2.27	not getting enough help from my specialist on child-related problems	1.51
146	2.26	the difficulty in getting parents to sign my invoices	1.73
147	2.25	the training program not being in-depth enough	1.88
148	2.25	children getting rowdy during trips to the workshops	1.50
149	2.23	a child taking my toys home	1.80
150	2.23	not having someone from the Welfare Office come out with the parents on the first meeting	1.95
151	2.21	older children not feeling their need of a provider	1.89
152	2.19	having to rely on a ride from soneone to get to workshops	2.28
153	2.18	the mother of a school-age child is too overprotective and does not want him to participate in activities that I feel are appropriate	1.46
154	2.18	not having my obligations explained to me by the Welfare Department	1.85
155	2.14	not being able to get information about thw USDA program from FCWD	1.91

Rank	Concern (Means)	Problem Statement	Frequency (Means)
156	2.13	animals in the neighborhood bothering the children	1.22
157	2.13	children dropping food on the floor while eating	2.55
158	2.13	the difficulty in getting in touch with the welfare worker who placed the child in my home	2.00
159	2.13	substitutes having to take care of the children in my home instead of theirs	2.10
160	2.07	a child threatening to tell his parents if I punish him	1.98
161	2.05	children always wanting a certain food after it has been put away	1.75
162	1.99	communicating with my supervisor/specialist	1.80
163	1.97	not being able to participate in the USDA program	1.70
164	1.93	the USDA application form not being very clear	1.78
165	1.90	having to follow the balanced diet schedule suggested by the USDA program	1.80
166	1.90	a child who physically attacks me when he gets angry	1.28
Not at all			
167	1.85	children not being ready when I come to their home to pick them up	1.33
168	1.85	not being notified about special programs for children; for example, trips to the Art Gallery	1.88
169	1.82	parents unfairly criticizing me	1.54
170	1.81	parents not keeping doctor appointments that I have scheduled	1.47
171	1.78	knowing the religion of the children who are placed in my home	1.61
172	1.73	parents who do not like me because of my race	1.55
173	1.65	parents getting upset if the provider misses an appointment to take the children to their doctor	1.19
174	1.52	not being eligible for the USDA program because my income is too high	1.31

Rank	Concern (Means)	Problem Statement	Frequency (Means)
175	1.43	parents not listening to or following through on my being threatened by children's parents	1.30
176	1.41	having children from many families when I prefer to have all the children from one family	1.58

TABLE 6-3
Home Providers Problems
Ranked (Means) by Frequency
(includes concern)

Rank	Frequency (Means)	Problem Statement	Concern (Means)
Always			
1	3.77	salary being too low for the responsibility I have	4.02
2	3.71	not having paid holidays	4.23
3	3.60	not having the same benefits as other county employees	4.11
4	3.59	not having paid vacations	4.10
5	3.56	not having insurance coverage	4.14
6	3.54	not having sick leave	4.07
7	3.46	substitutes not being paid enough	3.87
8	3.30	my salary is not enough to cover the cost of wear and tear on my house	3.77
9	3.20	my pay not being enough to cover expenses such as food, transportation, etc.	3.71
10	3.16	workshops being announced on short notice	3.07
11	3.03	workshops are not scheduled at convenient times	2.98
12	3.00	substitutes not always being available	3.02
13	3.00	the small amount of money allocated per meal in the USDA program	3.34
14	2.97	not being paid to take care of children on holidays	3.79
15	2.97	not being paid overtime when children are picked up late	3.65

Rank	Frequency (Means)	Problem Statement	Concern (Means)
15	2.95	taking time away from the children I care for to attend workshops	3.18
16	2.93	children having to attend the entire 18-week training program with the providers	3.30
17	2.93	many mothers needing to qualify for home care not knowing about the program	3.35
18	3.93	having workshops for parents to improve their skills as a parent	3.93
19	2.88	not having a credit union	3.33
20	2.88	not being able to attend workshops because it is too difficult to find a substitute	2.00
21	2.85	the long wait in having my vacancies filled	3.10
22	2.81	the money spent on workshops could be put to better use	3.11
23	2.81	having a meeting for parents explaining the home care program	3.75
24	2.80	having a car or bus available so I can take children out for activities (to the zoo, downtown or other)	2.59
25	2.79	the number of things the Welfare Department wants me to do with children during the day	3.14
26	2.79	parents not picking up children on time (lateness)	3.35
27	2.78	not having taxes taken out of pay checks before they are mailed	3.34
28	2.78	having a way for providers to voice our grievances	3.52
29	2.75	parents not always feeding the children before delivering them, especially breakfast	2.86

Rank	Frequency (Means)	Problem Statement	Concern (Means)
30	2.71	parents not letting me know when they will be late in picking up their children	3.56
31	2.70	a child fighting with another over a toy	2.53
32	2.69	there being too many workshops	2.80
33	2.68	having to take the children to training sessions	2.90
34	2.66	having a mandatory meeting for providers to meet parents before children are placed in my home	3.21
35	2.65	many of the workshops repeating the 18-week training course	2.90
36	2.63	special needs of children being identified before I take them into my home	3.53
37	2.61	the mother not dressing their child properly for the weather	3.42
38	2.60	children scattering the toys all over the room and not cleaning up	2.60
39	2.60	not being told in advance when the parent knows the child will not be coming	3.38
40	2.59	pay checks not being on time when invoices have been sent in on time	3.00
41	2.57	having to go to workshops	2.74
42	2.57	children who tease the other children	2.80
43	2.56	the amount of paper work required by the USDA program	2.80
44	2.55	children dropping food on the floor while eating	2.13

Rank	Frequency (Means)	Problom Statement	Concern (Means)
45	2.55	establishing better communication between the welfare office, home, and provider	2.76
46	2.54	children not sharing their toys	2.59
47	2.54	mothers not having a set of regulations about the home care program and their responsibility	3.50
48	2.53	not getting reimbursed for transportation to workshops	2.98
49	2.52	the 18 week orientation course being too long	2.83
50	2.52	older children trying to boss the younger children	2.89
51	2.50	the parents not leaving a change of clothes for the child if he wets or gets dirty	2.78
52	2.50	the conflict between what the child is allowed to do at home and what he can do at my house	2.50
53	2.50	not having the Welfare Department pay for my medical physicals	2.89
54	2.50	the Welfare Department visiting the parent's homes more often	3.01
55	2.50	having workshops which cover special needs	3.31
56	2.48	USDA checks always being late	2.34
57	2.48	the USDA allowance not being enough to meet the nutrition requirements	2.70
58	2.47	children resisting taking naps	2.51
59	2.47	caring for a child who is ill	3.13
60	2.46	a child who lies most of the time when I ask him a question	3.14

Rank	Frequency (Means)	Problem Statement	Concern (Means)
61	2.46	Welfare Department requiring providers to fill out too many forms	2.84
62	2.44	children who do not want to leave me and go home.	2.78
63	2.44	the parents expecting me to assume full responsibility for their child	2.15
64	2.43	a child fighting with his brothers or sisters	2.48
65	2.43	children destroying the toys I provide	2.83
66	2.43	the number of children the Welfare Department says I can care for	3.15
67	2.42	the older children knowing that the provider cannot spank them so they misbehave	3.01
68	2.42	getting money to take children on field trips	3.10
69	2.41	having to measure food for the USDA program upset the way I normally cook	2.48
70	2.40	getting paid extra when I care for children with special needs	3.58
71	2.38	children breaking things in my home	2.89
72	2.38	too many day care homes being certified when my slots are not filled	2.60
73	2.36	having a chance to get together with parents more often	3.11
74	2.35	parents allowing the child too many snacks or sweets	2.46
75	2.35	not getting anything out of the workshops	2.71
76	2.34	children not obeying me	2.67

Rank	Frequency (Means)	Problem Statement	Concern (Means)
77	2.33	children who constantly demand my attention every moment	2.68
78	2.29	getting to know other providers so we can share food, transportation, and ideas	2.77
79	2.28	having to rely on a ride from someone to get to workshops	2.19
80	2.27	the workshops being boring	2.60
81	2.27	the amount of time it takes to get a USDA application processed	2.68
82	2.26	helping children who do not know how to express their needs through language	3.17
83	2.26	having a workshop each year which explains my responsibility as a provider	2.76
84	2.25	getting more background information on new children and their parents from the Welfare Department	3.00
85	2.24	toddlers having a temper tantrum when his mother comes to pick him up	2.44
86	2.24	not being able to attend workshops because I don't have transportation	2.40
87	2.22	a child who is old enough to be potty trained and the parent will not help with this training	2.73
88	2.21	children talking back to me when I ask them to do something	2.49
89	2.20	not being able to serve as a substitute	3.01
90	2.18	mothers who are too overprotective	2.76

Rank	Frequency (Means)	Problem Statement	Concern (Means)
91	2.17	not being able to get in touch with parents when they are late in picking up their children	2.92
92	2.17	parents lack of concern for their children's health.	3.39
93	2.16	the child who is overattached to the mother and does not want to leave her in the morning	2.49
94	2.15	toddlers biting the toys	2.33
95	2.15	the training program spending too much time on arts and crafts	2.33
96	2.15	babies who whine all the time	2.94
97	2.13	not being able to have double contracts	2.59
98	2.13	the young child who has crying spells for no apparent reason	3.06
99	2.13	the mother of a toddler not having time for her child	3.34
100	2.10	substitutes having to take care of the children in my home instead of theirs	2.13
101	2.10	child using swear words	3.05
102	2.09	getting paid for transporting children to and from my home	2.68
103	2.09	children who have violent temper tantrums	2.92
104	2.08	what my response should be to children who share family concerns with me	2.95
105	2.07	being able to have a meeting with parents, providers and the Welfare Department to solve problems about a child	2.91

Rank	Frequency (Means)	Problem Statement	Concern (Means)
106	2.05	a child who bites the other children when he gets angry	2.60
107	2.05	the Welfare Office not checking on a mother's continued employment or school attendance	2.91
108	2.04	children who destroy the furniture in my home	2.70
109	2.04	children lying to their parents about what happened in my home	3.20
110	2.04	how to bring a new child into my home without upsetting those I already care for	2.40
111	2.04	not always knowing what to expect when I attend a workshop	2.39
112	2.03	parents bringing children in dirty clothes	3.05
113	2.00	the difficulty in getting in touch with the welfare worker who placed the child in my home	2.13
114	1.99	the toddler who cries when he hears a sudden noise	2.45
115	1.98	a child threatening to tell his parents if I punish him	2.07
116	1.98	who should pay for the doctor if a child gets sick at my house	3.30
117	1.97	unexpected visits to my home by people working with FCWD	2.49
118	1.97	children not eating what I prepare for them	2.66
119	1.95	not having someone from the Welfare Office come out with the parents on the first meeting	2.23
120	1.94	not knowing what foods children can or can't eat.	3.08

Rank	Frequency (Means)	Problem Statement	Concern (Means)
121	1.93	the number of people who visit my home from FCWD	2.30
122	1.93	hyperactive school-agers	2.53
123	1.91	not being able to get information about the USDA program from FCWD	2.14
124	2.14	not being able to get information about the USDA program from FCWD	2.14
125	1.91	parents dropping off their children too early	2.39
126	1.90	children generally spending too much time watching television	2.31
127	1.90	not having a list of foods that the children are allergic to	2.70
128	1.89	older children not feeling their need of a provider	2.21
129	1.89	getting more help from the roving trainers	2.35
130	1.89	workshops giving me outdated ideas on child care	2.50
131	1.88	not being notified about special programs for children; for example, trips to the Art Gallery	1.85
132	1.88	the training program not being in-depth enough	2.25
133	1.87	mothers treating their children in a cold, impersonal way	3.15
134	1.86	not being allowed to spank or use physical punishment	2.50
135	1.85	not having my obligations explained to me by the Welfare Department	2.18

Rank	Frequency (Means)	Problem Statement	Concern (Means)
136	1.82	getting special medical training to help me work with children who have medical problems (Example: sickle cell anemia and others)	2.81
137	1.81	children purposely spilling something to get a reaction from me	2.46
138	1.80	having to follow the balanced diet schedule suggested by the USDA program	1.90
139	1.80	communicating with my supervisor/specialist	1.99
140	1.80	a child taking my toys home	2.23
141	1.79	toddlers who will not eat solid foods	2.49
142	2.78	preschoolers who are very nervous	2.78
143	1.78	the USDA application form not being very clear	1.93
144	1.77	not being able to keep children on an emergency basis because I do not have emergency certification	2.52
145	2.52	not being able to keep children on an emergency basis because I do not have emergency certification	2.52
146	1.75	children always wanting a certain food after it has been put away	2.05
147	1.73	the difficulty in getting parents to sign my invoices	2.26
148	1.73	medical information given to me not always being accurate	2.35
149	1.70	not being able to participate in the USDA program	1.97

Rank	Frequency (Means)	Problem Statement	Concern (Means)
150	1.63	the older children not coming directly to my home after school	2.48
151	1.62	an older baby still taking a bottle (over 2 years of age)	2.37
152	1.61	knowing the religion of the children who are placed in my home	1.78
153	1.58	having children from many families when I prefer to have all the children from one family	1.41
154	1.55	parents who do not like me because of my race	1.73
155	1.54	not being told when the parents are going on vacation	2.37
156	1.54	parents unfairly criticising me	1.82
157	1.51	children wandering out of my play yard	2.30
158	1.51	not getting enough help from my specialist on child related problems	2.27
159	1.51	the children I care for not getting along with my children	2.40
160	1.50	children getting rowdy during trips to the workshops	2.25
161	1.50	children playing with matches	3.00
162	1.50	children engaging in exploratory body play with other children	2.50
163	1.50	parents sending someone else to pick up the children without notifying me	2.55
164	1.47	parents not keeping doctor appointments that I have scheduled	1.81

Rank	Frequency (Means)	Problem Statement	Concern (Means)
165	1.46	the mother of a school-age child is too overprotective and does not want him to participate in activities that I feel are appropriate	2.18
166	1.46	older children who bring dangerous items to my home, example: a knife	2.40
167	1.33	children not being ready when I come to their home to pick them up	1.85
168	1.33	an adolescent girl showing an exaggerated interest in boys	2.33
169	1.33	children being bitten by stray animals	2.39
170	1.31	not being eligible for the USDA program because my income is too high	1.52
171	1.30	parents not listening to or following through on my being threatened by children's parents	1.43
172	1.29	not always being able to have a family terminated when I request it	2.30
173	1.29	the difficulty in getting a lost or stolen check reissued	2.50
174	1.28	a child who physically attacks me when he gets angry	1.90
175	1.22	animals in the neighborhood bothering the children	2.13
176	1.20	parents who leave it to the children to get to my home	2.31
177	1.19	parents getting upset if the provider misses an appointment to take the children to their doctor	1.65

TABLE 6-4

Home Provider's Problems
Financial
Ranked (Means) by Concern
(Includes frequency)

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Extremely			
1	4.23	not having paid holidays	3.71
2	4.14	not having insurance coverage	3.56
3	4.11	not having the same benefits as other county employees	3.60
4	4.10	not having paid vacations	3.59
5	4.07	not having sick leave	3.54
6	4.02	salary being too low for the responsibility I have	3.77
7	3.87	substitutes not being paid enough	3.46
8	3.19	not being paid to take care of children on holidays	2.97
9	3.77	my salary is not enough to cover the cost of wear and tear on my house	3.30
10	3.71	my pay not being enough to cover expenses such as food, transportation, etc.	3.20
11	3.65	not being paid overtime when children are picked up late	2.97
12	3.58	getting paid extra when I care for children with special needs	2.40
Somewhat			
13	3.34	not having taxes taken out of pay checks before they are mailed	2.78

Rank	Frequency (Means)	Problem Statement	Concern (Means)
Somewhat (cont.)			
14	3.33	not having a credit union	2.88
15	3.10	getting money to take children on field trips	2.42
16	3.00	pay checks not being on time when invoices have been sent in on time	2.59
17	2.98	not getting reimbursed for transportation to workshops	2.53
18	2.68	getting paid for transporting children to and from my home	2.09
19	2.50	the difficulty in getting a lost or stolen check reissued	1.29
	4.13	Grand Mean	

TABLE 6-5
Home Provider's Problems
Financial
Ranked (Means) by Frequency
(includes concern)

Rank	Frequency (Means)	Problem Statement	Concern (Means)
Always			
1	3.77	salary being too low for the responsibility I have	4.02
2	3.71	not having paid holidays	4.23
3	3.60	not having the same benefits as other county employees	4.11
4	3.59	not having paid vacations	4.10
5	3.56	not having insurance coverage	4.14
6	3.54	not having sick leave	4.07
7	3.46	substitutes not being paid enough	3.87
8	3.30	my salary is not enough to cover the cost of wear and tear on my house	3.77
9	3.20	my pay not being enough to cover expenses such as food, transportation, etc.	3.71
Occasionally			
10	2.97	not being paid to take care of children on holidays	3.79
11	2.97	not being paid overtime when children are picked up late	3.65
12	2.88	not having a credit union	3.33
13	2.78	not having taxes taken out of pay checks before they are mailed	3.34
14	2.59	pay checks not being on time when invoices have been sent in on time	3.00

Rank	Frequency (Means)	Problem Statement	Concern (Means)
Occasionally (cont.)			
15	2.53	not getting reimbursed for transportation to workshops	2.98
16	2.42	getting money to take children on field trips	3.10
Never			
17	2.40	getting paid extra when I care for children with special needs	3.58
18	2.09	getting paid for transporting children to and from my home	2.68
19	1.29	the difficulty in getting a lost or stolen check reissued.	2.50
	3.66	Grand Mean	

TABLE 6-6

Home Provider's Problems
Related to Financial Concerns
Ranked (means) by Specialist on
concern
(includes frequency)

Rank	Concern (means)	Problem Statement	Frequency (means)
Extremely			
1	4.86	not having paid holidays	2.00
2	4.86	the difficulty in getting a lost or stolen check reissued.	3.57
3	4.57	paychecks not being on time when invoices have been sent in on time.	3.00
4	4.57	getting paid for transporting children to and from my home.	4.29
5	4.43	not having insurance coverage.	2.43
6	4.43	not having a credit union.	2.14
7	4.29	getting money to take children on field trips.	3.86
8	4.00	not getting reimbursed for transportation to workshops.	3.43
9	3.86	salary being too low for the responsibility I have.	2.00
Somewhat			
10	3.71	my salary is not enough to cover the cost of wear and tear on my house.	2.71
11	3.57	not having the same benefits as other county employees.	2.29
12	3.43	not having sick leave.	2.29
13	3.29	not having paid vacations	2.43
14	3.29	substitutes not being paid enough	2.86
15	3.29	not being paid to take care of children on	3.00

Rank	Concern (means)	Problem Statement	Frequency (means)
Not at all			
16	2.43	not having taxes taken out of paychecks before they are mailed.	2.86
17	2.43	getting paid extra when I care for children with special needs.	2.96
18	2.00	not being paid overtime when children are picked up late.	2.43
19	1.43	my pay not being enough to cover expenses such as food, transportation, etc.	1.71
	4.65	grand mean	

TABLE 6-7

Home Provider's Problems
Related to Financial Concerns
Ranked (means) by Specialist
on frequency
(includes concern)

Rank	Frequency (means)	Problem Statement	Concern (means)
Always			
1	4.29	getting paid for transporting children to and from my home.	4.57
2	3.86	getting money to take children on field trips.	4.29
3	3.57	the difficulty in getting a lost or stolen check reissued.	4.86
4	3.43	not getting reimbursed for transportation to workshops.	4.00
Occasionally			
5	3.00	not being paid to take care of children on holidays.	3.29
6	3.00	paychecks not being on time when invoices have been sent in on time.	4.57
7	2.86	not having taxes taken out of paychecks before they are mailed.	2.43
8	2.86	substitutes not being paid enough.	3.29
9	2.86	getting paid extra when I care for children with special needs.	2.43
10	2.71	my salary is not enough to cover the cost of wear and tear on my house.	3.71
Never			
11	2.43	not being paid overtime when children are picked up late.	2.00
12	2.43	not having paid vacations.	3.29
13	2.43	not having insurance coverage.	4.43
14	2.29	not having the same benefits as other county employees.	3.57

Rank	Frequency (means)	Problem Statement	Concern (means)
15	2.29	not having sick leave	3.43
16	2.14	not having a credit union.	4.43
17	2.00	not having paid holidays.	4.86
18	2.00	salary being too low for the responsibility I have.	3.86
19	1.71	my pay not being enough to cover expenses such as food, transportation, etc.	1.43
	3.63	grand mean	

TABLE 6-8

HOME PROVIDER'S PROBLEMS RELATED TO PARENTS

Rank (Means) by Concern
(includes Frequency)

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Extremely			
1	3.75	having a meeting for parents explaining the home care program.	2.81
2	3.56	parents not letting me know when they will be late in picking up their children	3.56
3	3.50	mothers not having a set of regulations about the home care program and their responsibility.	2.54
4	3.42	the mother not dressing their child properly for the weather.	2.61
5	3.39	parents lack of concern for their children's health.	2.17
6	3.38	not being told in advance when the parent knows the child will not be coming.	2.60
7	3.25	parents not picking up children on time (lateness).	2.79
8	3.21	having a mandatory meeting for providers to meet parents before children are placed in my home.	2.66
9	3.15	mothers treating their children in a cold, impersonal way.	1.87
10	3.15	the parents expecting me to assume full responsibility for their child.	2.44
11	3.11	having a chance to get togehter with parents more often.	2.36
12	3.05	parents bringing children in dirty clothes	2.03

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Somewhat			
13	2.95	what my response should be to children who share family concerns with me.	2.08
14	2.92	not being able to get in touch with parents when they are late in picking up their children.	2.17
15	2.86	parents not always feeding the children before delivering them, especially breakfast.	2.75
16	2.78	the parents not leaving a change of clothing for the child if he wets or gets dirty.	2.50
17	2.76	mothers who are too overprotective.	2.18
18	2.72	the conflict between what the child is allowed to do at home and what he can do at my house.	2.50
19	2.55	parents sending someone else to pick up the children without notifying me.	1.50
20	2.46	parents allowing the child too many snacks or sweets.	2.35
21	2.39	parents dropping off their children too early.	1.91
22	2.37	not being told when the parents are going on vacation.	1.54
23	2.31	parents who leave it to the children to get to my home.	1.20
24	2.26	the difficulty in getting parents to sign my invoices.	1.73
Not at all			
25	1.85	children not being ready when I come to their home to pick them up.	1.33
26	1.82	parents unfairly criticising me.	1.54

Rank	Concern (Means)	Problem Statement	Frequency (Means)
27	1.81	parents not keeping doctor appointments that I have scheduled.	1.47
28	1.73	parents who do not like me because of my race.	1.55
29	1.65	parents getting upset if the provider misses an appointment to take the children to their doctor.	1.19
30	1.43	parents not listening to or following through on my being threatened by children's parents.	1.30
	3.52	Grand Mean	

TABLE 6-9

HOME PROVIDER'S PROBLEMS RELATED TO PARENTS

Rank (Means) by Frequency
(includes Concern)

Rank	Frequency (Means)	Problem Statement	Concern (Means)
Always			
1	2.81	having a meeting for parents explaining the home care program.	3.75
2	2.79	parents not picking up children on time (lateness).	3.35
3	2.75	parents not always feeding the children before delivering them, especially breakfast.	2.86
4	2.71	parents not letting me know when they will be late in picking up their children	3.56
5	2.66	having a mandatory meeting for providers to meet parents before children are placed in my home.	3.21
6	2.61	the mother not dressing their child properly for the weather.	3.42
7	2.60	not being told in advance when the parent knows the child will not be coming	3.38
8	2.54	mothers not having a set of regulations about the home care program and their responsibility.	3.50
9	2.50	the conflict between what the child is allowed to do at home and what he can do at my house.	2.72
10	2.50	the parents not leaving a change of clothes for the child if he wets or gets dirty.	2.78
11	2.44	the parents expecting me to assume full responsibility for their child.	3.15
12	2.36	having a chance to get together with parents more often.	3.11

Rank	Frequency (Means)	Problem Statement	Concern (Means)
13	2.35	parents allowing the child too many snacks or sweets.	2.46
Occasionally			
14	2.18	mothers who are too overprotective.	2.76
15	2.17	not being able to get in touch with parents when they are late in picking up their children.	2.92
16	2.17	parents lack of concern for their children's health.	3.39
17	2.08	what my response should be to children who share family concerns with me.	2.95
18	2.03	parents bringing children in dirty clothes	2.03
19	1.91	parents dropping off their children too early.	2.39
20	1.87	mothers treating their children in a cold, impersonal way	3.15
Never			
21	1.73	the difficulty in getting parents to sign my invoices.	2.26
22	1.55	parents who do not like me because of my race.	1.73
23	1.54	parents unfairly criticising me.	1.82
24	1.54	not being told when the parents are going on vacation.	2.37
25	1.50	parents sending someone else to pick up the children without notifying me.	2.55
26	1.47	parents not keeping doctor appointments that I have scheduled.	1.81
27	1.33	children not being ready when I come to their home to pick them up.	1.85

Rank	Frequency (Means)	Problem Statement	Concern (Means)
28	1.30	parents not listening to or following through on my beong threatened by children's parents.	1.43
29	1.20	parents who leave it to the children to get to my home.	2.31
30	1.19	parents getting upset if the provider misses an appointment to take the children to their doctor.	1.65
	2.74	Grand Mean	

TABLE 6-10

HOME PROVIDER'S PROBLEMS RELATED TO PARENTS RANKED (MEANS) BY SPECIALISTS ON CONCERN

(includes Frequency)

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Extremely			
1	5.00	the conflict between what the child is allowed to do at home and what he can do at my house	2.43
2	5.00	mothers treating their children in a cold, impersonal way	3.00
3	5.00	parents getting upset if the provider misses an appointment to take the children to their doctor	2.14
4	4.71	the parents expecting me to assume full responsibility for their child	3.71
5	4.57	not being told in advance when the parent knows the child will not be coming	3.86
6	4.57	parents sending someone else to pick up the children without notifying me	2.71
7	4.29	parents unfairly criticizing me	2.14
8	4.29	the child who is overattached to the mother and does not want to leave her in the morning	4.14
9	4.29	parents not letting me know when they will be late in picking up their children	3.86
10	4.14	parents not picking up children on time (lateness)	3.86
11	4.14	parents bringing children in dirty clothes	3.00
12	4.14	not being able to get in touch with parents when they are late in picking up their children	2.57
13	4.00	mothers not having a set of regulations about the home care program and their responsibility	4.00
14	4.00	parents not always feeding the children before delivering them, especially breakfast	3.86

Rank	Concern (Means)	Problem Statement	Frequency (Means)
15	4.00	parents allowing the child too many snacks or sweets	4.00
Somewhat			
16	3.86	parents who leave it to the children to get to my home	2.58
17	3.86	parents lack of concern for their children's health	3.00
18	3.86	parents not listening to or following through on my being threatened by children's parents	1.86
19	3.71	having a mandatory meeting for providers to meet parents before children are placedin my home	3.14
20	3.71	the mother not dressing their child properly for the weather	3.71
21	3.71	parents dropping off their children too early	3.00
22	3.43	not being told when the parents are going on vacation	3.43
23	3.29	the parents not leaving a change of clothes for the child if he wets or gets dirty	3.29
24	3.29	children not being ready when I come to their home to pick them up	1.86
25	3.14	what my response should be to children who share family concerns with me	2.29
26	3.14	mothers who are too overprotective	3.14
27	3.00	having a chance to get together with parents more often	3.00
28	3.00	parents not keeping doctor appointments that I have scheduled	3.00
29	2.86	having a meeting for parents explaining the home care program	3.71
Never			
30	2.00	the difficulty in getting parents to sign my invoices	2.14
31	1.71	parents who do not like me because of my race	1.71
	4.84	Grand Mean	

TABLE 6-11

HOME PROVIDER'S PROBLEMS RELATED TO PARENTS RANKED (MEANS) BY SPECIALISTS by Frequency

(includes Concern)

Rank	Frequency (Means)	Problem Statement	Concern (Means)
Always			
1	4.14	the child who is overattached to the mother and does not want to leave her in the morning	4.29
2	4.00	parents allowing the child too many snacks or sweets	4.00
3	4.00	mothers not having a set of regulations about the home care program and their responsibility	4.00
4	3.86	parents not always feeding the children before delivering them, especially breakfast	4.00
5	3.86	parents not letting me know when they will be late in picking up their children	4.29
6	3.86	parents not picking up children on time (lateness)	4.14
7	3.86	not being told in advance when the parent knows the child will not be coming	4.57
8	3.71	having a meeting for parents explaining the home care program	2.86
9	3.71	the mother not dressing their child properly for the weather	3.71
10	3.71	the parents expecting me to assume full responsibility for their child	4.71
Occasionally			
11	3.29	the parents not leaving a change of clothes for the child if he wets or gets dirty	3.29
12	3.14	mothers who are too overprotective	3.14
13	3.14	having a mandatory meeting for providers to meet parents before children are placed in my home	3.71
14	3.00	parents bringing children in dirty clothes	4.14

Rank	Frequency (Means)	Problem Statement	Concern (Means)
15	3.00	parents lack of concern for their children's health	3.86
16	3.00	parents not keeping doctor appointments that I have scheduled	3.00
17	3.00	having a chance to get together with parents more often	3.00
18	3.00	parents dropping off their children too early	3.71
19	3.00	mothers treating their children in a cold, impersonal way	5.00
20	2.71	parents sending someone else to pick up the children without notifying me	4.57
Never			
21	2.58	parents who leave it to the children to get to my home	3.86
22	2.57	not being able to get in touch with parents when they are late in picking up their children	4.14
23	2.43	the conflict between what the child is allowed to do at home and what he can do at my house	5.00
24	2.29	what my response should be to children who share family concerns with me	3.14
25	2.29	not being told when the parents are going on vacation	3.43
26	2.14	the difficulty in getting parents to sign my invoices	2.00
27	2.14	parents unfairly criticizing me	4.29
28	2.14	parents getting upset if the provider misses an appointment to take the children to their doctor	5.00
29	1.71	parents who do not like me because of my race	1.71
30	1.86	children not being ready when I come to their home to pick them up	3.29
31	1.86	parents not listening to or following through on my being threatened by children's parents	3.86
	3.97	Grand Mean	

TABLE 6-12

HOME PROVIDER'S PROBLEMS RELATED TO TRAINING

Ranked (Means) by Concern
(includes Frequency)

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Extremely			
1	3.93	having workshops for parents to improve their skills as a parent.	2.93
Somewhat			
2	3.31	having workshops which cover special needs.	2.50
3	3.20	children having to attend the entire 18-week training program with the providers	2.93
4	3.18	taking time away from the children I care for to attend workshops.	2.95
5	3.11	the money spent on workshops could be put to better use.	2.81
6	3.07	workshops being announced on short notice.	3.16
7	3.00	not being able to attend workshops because it is too difficult to find a substitute.	2.88
8	2.98	workshops are not scheduled at convenient times.	3.03
9	2.90	having to take the children to training sessions.	2.68
10	2.90	many of the workshops repeating the 18-week training course.	2.65
11	2.83	the 18-week orientation course being too long.	2.52
12	2.81	getting special medical training to help me work with children who have medical problems (example: sickle cell anemia and others).	1.82

Rank	Concern (Means)	Problem Statement	Frequency (Means)
13	2.80	there being too many workshops	2.69
Not at all			
14	2.76	having a workshop each year which explains my responsibility as a provider.	2.26
15	2.74	having to go to workshops.	2.57
16	2.71	not getting anything out of the workshops.	2.35
17	2.60	the workshops being boring.	2.27
18	2.50	workshops giving me outdated ideas on child care.	1.89
19	2.40	not being able to attend workshops because I don't have transportation.	2.24
20	2.39	not always knowing what to expect when I attend a workshop.	2.04
21	2.33	the training program spending too much time on arts and crafts.	2.15
22	2.25	the training program not being in-depth enough.	1.88
23	2.19	having to rely on a ride from soneone to get to workshops.	2.28
	3.36	Grand Mean	

TABLE 6-13

HOME PROVIDER'S PROBLEMS RELATED TO TRAINING

Ranked (Means) by Frequency
(includes Concern)

Rank	Frequency (Means)	Problem Statement	Concern (Means)
Always			
1	3.16	workshops being announced on short notice.	3.07
2	3.03	workshops are not scheduled at convenient times.	2.98
3	2.95	taking time away from the children I care for to attend workshops.	3.18
4	2.93	children having to attend the entire 18-week training program with the providers.	3.30
5	2.93	having workshops for parents to improve their skills as a parent.	3.93
6	2.88	not being able to attend workshops because it is too difficult to find a substitute.	3.00
7	2.81	the money spent on workshops could be put to better use.	3.11
Occasionally			
8	2.69	there being too many workshops.	2.80
9	2.68	having to take the children to training sessions	2.90
10	2.65	many of the workshops repeating the 18-week training course.	2.90
11	2.57	having to go to workshops.	2.74
12	2.52	the 18-week orientation course being too long.	2.83
13	2.50	having workshops which cover special needs.	3.31
14	2.35	not getting anything out of the workshops.	2.71
15	2.28	having to rely on a ride from soneone to get to workshops.	2.19

Rank	Frequency (Means)	Problem Statement	Concern (Means)
Never			
16	2.27	the workshops being boring.	2.60
17	2.26	having a workshop each year which explains my responsibility as a provider.	2.76
18	2.24	not being able to attend workshops because I don't have transportation.	2.40
19	2.15	the training program spending too much time on arts and crafts.	2.33
20	2.04	not always knowing what to expect when I attend a workshop.	2.39
21	1.89	workshops giving me outdated ideas on child care.	2.50
22	1.88	the training program not being in-depth enough.	2.25
23	1.82	getting special medical training to help me work with children who have medical problems (example: sickle cell anemia and others).	2.81
	3.00	Grand Mean	

TABLE 6-14

HOME PROVIDER'S PROBLEMS RELATED TO TRAINING

Ranked (Means) by Specialist on Concern
(includes Frequency)

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Extremely			
1	4.86	not being able to attend workshops because I don't have transportation	2.29
2	4.71	getting special medical training to help me work with children who have medical problems (example: sickle cell anemia and others)	3.71
3	4.57	the money spent on workshops could be put to better use	2.86
4	4.57	taking time away from the children I care for to attend workshops	2.43
5	4.29	having to rely on a ride from someone to get to workshops	2.71
6	4.29	having to take the children to training sessions	2.71
7	4.14	children having to attend the entire 18-week training program with the providers	3.00
8	4.00	having to go to workshops	3.71
9	4.00	not always knowing what to expect when I attend a workshop	4.00
10	3.86	having workshops which cover special needs	3.29
Somewhat			
11	3.43	the training program not being in-depth enough	2.00
12	3.43	having a workshop each year which explains my responsibility as a provider	2.86
13	3.43	the training program spending too much time on arts and crafts	3.43
14	3.29	there being too many workshops	1.71

Rank	Concern (Means)	Problem Statement	Frequency (Means)
15	3.29	not being able to attend workshops because it is too difficult to find a substitute	2.71
16	3.14	workshops are not scheduled at convenient times	3.57
17	3.00	many of the workshops repeating the 18-week training course	2.29
18	2.86	having workshops for parents to improve their skills as a parent	3.00
19	2.86	workshops being announced on short notice	2.71
20	2.86	the workshops being boring	3.29
Not at all			
21	2.57	the 18-week orientation course being too long	2.43
22	2.00	not getting anything out of the workshops	2.00
23	1.71	workshops giving me outdated ideas on child care	1.71
	4.60	Grand Mean	

TABLE 6-15

HOME PROVIDER'S PROBLEMS RELATED TO TRAINING

Ranked (Means) by Specialist on Frequency
(includes Concern)

Rank	Frequency (Means)	Problem Statement	Concern (Means)
Always			
1	4.00	not always knowing what to expect when I attend a workshop	4.00
2	3.71	having to go to workshops	4.00
3	3.71	getting special medical training to help me work with children who have medical problems (example: sickle cell anemia and others)	4.71
4	3.57	workshops are not scheduled at convenient times	3.14
5	3.43	the training program spending too much time on arts and crafts	3.43
6	3.29	the workshops being boring	2.86
7	3.29	having workshops which cover special needs	3.86
Occasionally			
8	3.00	having workshops for parents to improve their skills as a parent	2.86
9	3.00	children having to attend the entire 18-week training program with the providers	4.14
10	2.86	having a workshop each year which explains my responsibility as a provider	3.43
11	2.86	the money spent on workshops could be put to better use	4.57
12	2.71	workshops being announced on short notice	2.86
13	2.71	having to take the children to training sessions	4.29
14	2.71	not being able to attend workshops because it is too difficult to find a substitute	3.29

Rank	Frequency (Means)	Problem Statement	Concern (Means)
15	2.71	having to rely on a ride from someone to get to workshops	4.29
16	2.43	the 18-week orientation course being too long	2.57
Never			
17	2.43	taking time away from the children I care for to attend workshops	4.57
18	2.29	many of the workshops repeating the 18-week training course	3.00
19	2.29	not being able to attend workshops because I don't have transportation	4.86
20	2.00	not getting anything out of the workshops	2.00
21	2.00	the training program not being in-depth enough	3.43
22	1.71	there being too many workshops	3.29
23	1.71	workshops giving me outdated ideas on child care	1.71
	3.65	Grand Mean	

TABLE 6-16

HOME PROVIDER'S PROBLEMS RELATED TO FCWD RANKED (MEANS) ON CONCERN

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Extremely			
1	3.52	having a way for providers to voice our grievances	2.78
2	3.35	many mothers needing to qualify for home care not knowing about the program	2.93
3	3.13	the number of children the Welfare Department says I can care for	2.43
4	3.14	the number of things the Welfare Department wants me to do with children during the day	2.79
5	3.10	the long wait in having my vacancies filled	2.85
6	3.08	not knowing what foods children can or can't eat	1.94
7	3.01	the Welfare Department visiting the parent's homes more often	2.50
8	3.01	not being able to serve as a substitute for other providers so that they can take a vacation	2.20
9	3.00	getting more background information on new children and their parents from the Welfare Dept.	2.25
10	2.91	the Welfare Office not checking on a mother's continued employment or school attendance	2.05
11	2.91	being able to have a meeting with parents, providers and the Welfare Department to solve problems about a child	2.07
12	2.89	not having the Welfare Department pay for my medical physicals	2.50
13	2.84	the Welfare Department requiring providers to fill out too many forms	2.46

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Somewhat			
14	2.77	getting to know other providers so we can share food, transportation, and ideas	2.29
15	2.76	establishing better communication between the welfare office, home, and provider	2.55
16	2.60	too many day care homes being certified when my slots are not filled	2.38
17	2.59	not being able to have double contracts	2.13
18	2.59	having a care or bus available so I can take children out for activities (to the zoo, downtown or other)	2.80
19	2.52	not being able to keep children on an emergency basis because I do not have emergency certification	1.77
20	2.50	not being allowed to spank or use physical punishment	1.86
21	2.49	unexpected visits to my home by people working with Franklin County Welfare Department	1.97
22	2.35	medical information given me not always being accurate	1.73
23	2.35	getting more help from the roving trainers	1.89
24	2.30	not always being able to have a family terminated when I request it	1.29
25	2.30	the number of people who visit my home from Franklin County Welfare Department	1.93
26	2.27	not getting enough help from my specialist on child related problems	1.51
27	2.23	not having someone from the Welfare Office to come out with the parents on the first meeting	1.95
28	2.18	not having my obligations explained to me by the Welfare Department	1.85
29	2.13	the difficulty in getting in touch with the welfare worker who placed the child in my home	2.00
30	2.13	substitutes having to take care of the children in my home instead of theirs	2.10

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Not at all			
31	1.85	not being notified about special programs for children; for example, trips to the Art Gallery	1.88
32	1.99	communicating with my supervisor/specialist	1.80
33	1.78	knowing the religion of the children who are placed in my home	1.61
34	1.41	having children from many families when I prefer to have all the children from one family	1.58
	3.25	Grand Mean	

TABLE 6-17

HOME PROVIDER'S PROBLEMS RELATED TO FCWD RANKED (MEANS) ON FREQUENCY

Rank	Frequency (Means)	Problem Statement	Concern (Means)
Always			
1	2.93	many mothers needing to qualify for home care not knowing about the program	3.35
2	2.85	the long wait in having my vacancies filled	3.10
3	2.80	having a car or bus available so I can take children out for activities (to the zoo, downtown or other)	2.59
4	2.79	the number of things the Welfare Department wants me to do with children during the day	3.14
5	2.78	having a way for providers to voice our grievances	3.52
6	2.55	establishing better communication between the welfare office, home, and provider	2.76
7	2.50	not having the Welfare Department pay for my medical physicals	2.89
8	2.50	the Welfare Department visiting the parent's homes more often	3.01
9	2.46	Welfare Department requiring providers to fill out too many forms	2.84
10	2.43	the number of children the Welfare Department says I can care for	3.13
Occasionally			
11	2.38	too many day care homes being certified when my slots are not filled	2.60
12	2.29	getting to know other providers so we can share food, transportation, and ideas	2.77
13	2.25	getting more background information on new children and their parents from the Welfare Department	3.00

Rank	Frequency (Means)	Problem Statement	Concern (Means)
14	2.20	not being able to serve as a substitute for other providers so that they can take a vacation	3.01
15	2.13	not being able to have double contracts	2.59
16	2.10	substitutes having to take care of the children in my home instead of theirs	2.13
17	2.07	being able to have a meeting with parents, providers and the Welfare Department to solve problems about a child	2.91
18	2.05	the Welfare Office not checking on a mother's continued employment or school attendance	2.91
19	2.00	the difficulty in getting in touch with the welfare worker who placed the child in my home	2.13
20	1.97	unexpected visits to my home by people working with Franklin County Welfare Department	2.49
21	1.95	not having someone from the Welfare Office come out with the parents on the first meeting	2.23
22	1.94	not knowing what foods children can or can't eat	3.08
23	1.93	the number of people who visit my home from Franklin County Welfare Department	2.30
24	1.89	getting more help from the roving trainers	2.35
25	1.88	not being notified about special programs for children; for example, trips to the Art Gallery	1.85
26	1.86	not being allowed to spank or use physical punishment	2.50
Never			
27	1.85	not having my obligations explained to me by the Welfare Department	2.18
28	1.80	communicating with my supervisor/specialist	1.99
29	1.77	not being able to keep children on an emergency basis because I do not have emergency certification	2.52
30	1.73	medical information given to me not always being accurate	2.35

Rank	Frequency (Means)	Problem Statement	Concern (Means)
31	1.61	knowing the religion of the children who are placed in my home	1.78
32	1.58	having children from many families when I prefer to have all the children from one family	1.41
33	1.51	not getting enough help from my specialist on child related problems	2.27
34	1.29	not always being able to have a family terminated when I request it	2.30
	2.81	Grand Mean	

TABLE 6-18

HOME PROVIDER'S PROBLEMS RELATED TO FCWD RANKED (MEANS) BY SPECIALIST ON CONCERN

(includes Frequency)

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Extremely			
1	5.00	the difficulty in getting in touch with the welfare worker who placed the child in my home	1.71
2	4.86	too many day care homes being certified when my slots are not filled	2.86
3	4.71	being able to have a meeting with parents, providers and the Welfare Department to solve problems about a child	3.00
4	4.57	not having the Welfare Department pay for my medical physicals	2.29
5	4.43	not being able to have double contracts	3.00
6	4.43	not being notified about special programs for children; for example, trips to the Art Gallery	3.00
7	4.29	not being able to keep children on an emergency basis because I do not have emergency certification	2.71
8	4.29	the number of things the Welfare Department wants me to do with children during the day	2.86
9	4.29	not being allowed to spank or use physical punishment	3.00
10	4.29	having a car or bus available so can take the children out for activities (to the zoo, downtown, or other).	3.00
11	4.14	not getting enough help from my specialist on child related problems	2.43
12	4.14	the number of children the Welfare Department says I can care for	2.71
13	4.14	substitutes having to take care of the children in my home instead of theirs	3.14

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Somewhat			
14	4.00	the Welfare Department visiting the parent's homes more often	2.71
15	4.00	getting to know other providers so we can share food, transportation, and ideas	3.86
16	4.00	not having someone from the Welfare Office come out with the parents on the first meeting	2.86
17	4.00	medical information given to me not always being accurate	3.43
18	3.86	getting more help from the roving trainers	3.00
19	3.86	many mothers needing to qualify for home care not knowing about the program	3.43
20	3.71	getting more background information on new children and their parents from the Welfare Department	2.29
21	3.71	having children from many families when I prefer to have all the children from one family	4.13
22	3.57	not having my obligations explained to me by the Welfare Department	2.29
23	3.57	communicating with my supervisor/specialist	2.86
24	3.29	the long wait in having my vacancies filled	2.14
Not at all			
25	3.14	the number of people who visit my home from FCWD	2.14
26	3.14	the Welfare office not checking on mother's continued employment or school attendance	2.43
27	3.14	establishing better communication between the welfare office, home, and provider	2.71
28	2.86	knowing the religion of the children who are placed in my home	3.00
29	2.86	not being able to serve as a substitute for other providers so that they can take a vacation	3.00

Rank	Concern (Means)	Problem Statement	Frequency (Means)
30	2.71	unexpected visits to my home by people working with FCWD	2.57
31	2.57	Welfare Department requiring providers to fill out too many forms	1.86
32	2.57	not knowing what foods children can or can't eat	1.57
33	2.57	not always being able to have a family terminated when I request it	1.86
34	1.86	having a way for providers to voice our grievances	2.29
	4.70	Grand Mean	

TABLE 6-19

HOME PROVIDER'S PROBLEMS RELATED TO FCWD RANKED (MEANS) BY SPECIALIST ON FREQUENCY

(includes Concern)

Rank	Frequency (Means)	Problem Statement	Concern (Means)
Always			
1	4.13	having children from many families when I prefer to have all the children from one family	3.71
2	3.86	getting to know other providers so we can share food, transportation, and ideas	4.00
3	3.43	many mothers needing to qualify for home care not knowing about the program	3.86
4	3.43	medical information given to me not always being accurate	4.00
Occasionally			
5	3.14	substitutes having to take care of the children in my home instead of theirs	4.14
6	3.00	getting more help from the roving trainers	3.86
7	3.00	not being notified about special programs for children; for example, trips to the Art Gallery	4.43
8	3.00	not being able to have double contracts	4.43
9	3.00	not being allowed to spank or use physical punishment	4.29
10	3.00	not being able to serve as a substitute for other providers so that they can take a vacation	2.86
11	3.00	not knowing the religion of the children who are placed in my home	2.86
12	3.00	having a car or bus available so I can take children out for activities (to the zoo, downtown or other)	4.29
13	3.00	being able to have a meeting with parents, providers and the Welfare Department to solve problems about a child	4.71

Rank	Frequency (Means)	Problem Statement	Concern (Means)
14	2.86	too many day care homes being certified when my slots are not filled	4.86
15	2.86	not having someone from the Welfare Office come out with the parents on the first meeting	4.00
16	2.86	communicating with my supervisor/specialist	3.57
17	2.86	the number of things the Welfare Department wants me to do with children during the day	4.29
18	2.71	the number of children the Welfare Department says I can care for	4.14
19	2.71	the Welfare Department visiting the parent's homes more often	4.00
20	2.71	not being able to keep children on an emergency basis because I do not have emergency certification	4.29
21	2.71	establishing better communication between the welfare office, home, and provider	3.14
22	2.57	unexpected visits to my home by people working with FCWD	2.71
23	2.43	the Welfare Office not checking on a mother's continued employment or school attendance	3.14
24	2.43	not getting enough help from my specialist on child related problems	4.14
Never			
25	2.29	not having my obligations explained to me by the Welfare Department	3.57
26	2.29	having a way for providers to voice our grievances	1.86
27	2.29	getting more backgtound information on new children and their parents from the Welfare Department	3.71
28	2.29	not having the Welfare Department pay for my medical physicals	4.57
29	2.14	the number of people who visit my home from FCWD	3.14

Rank	Frequency (Means)	Problem Statement	Concern (Means)
30	2.14	the long wait in having my vacancies filled	3.29
31	1.86	Welfare Department requiring providers to fill out too many forms	2.57
32	1.86	not always being able to have a family terminated when I request it	2.57
33	1.71	the difficulty in getting in touch with the welfare worker who placed the child in my home	5.00
34	1.57	not knowing what foods children can or can't eat	2.57
	3.59	Grand Mean	

TABLE 6-20

HOME PROVIDER'S PROBLEMS RELATED TO EMERGENCIES

RANKED (MEANS) BY CONCERN

(INCLUDES FREQUENCY)

RANK	CONCERN (MEANS)	PROBLEM STATEMENT	FREQUENCY (MEANS)
EXTREMELY			
1	3.35	Special needs children being identified before I take them into my home.	2.63
2	3.30	Who should pay for the doctor if a child gets sick at my house.	1.98
3	3.13	Caring for a child who is ill.	2.47
SOMEWHAT			
4	3.02	Substitutes no always being available.	3.00
5	2.70	Not having a list of foods that the children are allergic to.	1.90
NOT AT ALL			
6	2.39	Children being bitten by stray animals.	1.33
7	2.13	Animals in the neighborhood bothering the children.	1.22
	3.10	GRAND MEAN	

TABLE 6-21

HOME PROVIDER'S PROBLEMS RELATED TO EMERGENCIES

Ranked (Means) by frequency
Includes Concern)

Rank	Frequency (Means)		Concern (Means)
Always			
1	3.00	substitutes not always being available	3.03
2	2.63	special needs children being identified before I take them into my home.	3.53
3	2.47	caring for a child who is ill.	3.13
Occasionally			
4	1.98	who should pay for the doctor if a child gets sick at my house.	3.30
5	1.90	not having a list of foods that the children are allergic too	2.70
Never			
6	1.33	children being bitten by stray animals.	2.39
7	1.22	animals in the neighborhood bothering the children.	2.13
	2.39	Grand Mean	

Table 6-22
Home Providers Problems Related to Emergeicies Ranked (Means) by Specialist on Concern (includes frequency)

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Extremely			
1	4.57	substitutes not always being available	2.86
2	4.14	children being bitten by stray animals	1.57
3	4.00	who should pay for the doctor if a child gets sick at my house	4.00
4	3.43	animals in the neighborhood bothering the children	3.57
Somewhat			
5	3.14	caring for a child who is ill	1.85
6	3.00	special needs of children being identified before I take them into my home	1.86
Not At All			
7	2.00	not having a list of foods that the children are allergic to	2.57
	3.85	Grand Mean	

Table 6-23
Home Providers Problems Related to Emergencies Ranked (Means) by Specialist on Frequency (includes Concern)

Rank	Frequency (Means)	Problem Statement	Concern (Means)
Always			
1	4.00	who should pay for the doctor if a child gets sick at my house	4.00
2	3.57	animals in the neighborhood bothering the children	3.43
3	2.86	substitutes not always being available	4.57
Occasionally			
4	2.57	not having a list of foods that the children are allergic to	2.00
Never			
5	1.86	special needs of children being identified before I take them into my home	3.00
6	1.85	caring for a child whc is ill	3.14
7	1.57	children being bitten by stray animals	4.14
	2.97	Grand Mean	

Table 6-24
Home Provider's Problems Responding to Children Rank (Means) by Concern (includes frequency)

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Somewhat			
1	3.20	children lying to their parents about what happened in my home	2.04
2	3.14	a child who lies most of the time when I ask him a question	2.46
3	3.05	child using swear words	2.10
4	3.00	children playing with matches	1.50
5	2.92	children who have violent temper tantrums	2.09
6	2.89	children breaking things in my home	2.38
7	2.83	children destroying the toys I provide	2.43
8	2.80	children who tease the other children	2.57
9	2.78	preschoolers who are very nervous	1.79
10	2.78	children who do not want to leave me and go home	2.44
11	2.70	children who destroy the furniture in my home	2.04
12	2.68	children who constantly demand my attention every moment	2.33
13	2.67	children not obeying me	2.34
14	2.60	a child who bites the other children when he gets angry	2.05
15	2.66	children not eating what I prepare for them	1.97
16	2.60	children scattering the toys all over the room and not cleaning up	2.60

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Somewhat (cont.)			
17	2.59	children not sharing their toys	2.54
18	2.53	a child fighting with another over a toy	2.70
19	2.51	children resisting taking naps	2.47
20	2.50	children engaging in exploratory body play with other children	1.50
21	2.49	the child who is overattached to the mother and does not want to leave her in the morning	2.16
22	2.49	children talking back to me when I ask them to do something	2.21
23	2.48	a child fighting with his brothers or sisters	2.43
24	2.46	children purposely spilling something to get a reaction from me	1.81
25	2.40	the children I care for not getting along with my children	1.51
26	2.40	how to bring a new child into my home without upsetting those I already care for	2.04
27	2.31	children generally spending too much time watching television	1.90
28	2.30	children wandering out of my play yard	1.51
29	2.25	children getting rowdy during trips to the workshops	1.50
Not At All			
30	2.23	a child taking my toys home	1.80
31	2.13	children dropping food on the floor while eating	2.55

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Not at all (cont.)			
32	2.07	a child threatening to tell his parents if I punish him	1.98
33	2.05	children always wanting a certain food after it has been put away	1.75
34	1.90	a child who physically attacks me when he gets angry	1.28
	3.06	Grand Mean	

Table 6-25
Home Provider's Problems
Responding to Children
Rank (Means) by Frequency
(includes concern)

Rank	Frequency (Means)	Problem Statement	Concern (Means)
Occasionally			
1	2.70	a child fighting with another over a toy	2.53
2	2.60	children scattering the toys all over the room and not cleaning up	2.60
3	2.57	children who tease the other children	2.80
4	2.55	children dropping food on the floor while eating	2.13
5	2.54	children not sharing their toys	2.59
6	2.47	children resisting taking naps	2.51
7	2.46	a child who lies most of the time when I ask him a question	3.14
8	2.44	children who do not want to leave me and go home	2.78
9	2.43	a child fighting with his brothers or sisters	2.48
10	2.43	children destroying the toys I provide	2.83
11	2.38	children breaking things in my home	2.38
12	2.34	children not obeying me	2.67
13	2.33	children who constantly demand my attention every moment	2.33
14	2.21	children talking back to me when I ask them to do something	2.49

Rank	Frequency (Means)	Problem Statement	Concern (Means)
Occasionally (cont.)			
15	2.16	the child who is overattached to the mother and does not want to leave her in the morning.	2.49
16	2.10	child using swear words	3.05
17	2.09	children who have violent temper tantrums	2.92
18	2.05	a child who bites the other children when he gets angry	2.60
19	2.04	how to bring a new child into my home without upsetting those I already care for	2.40
20	2.04	children who destroy the furniture in my home	2.70
21	2.04	children lying to their parents about what happened in my home	3.20
22	1.98	a child threatening to tell his parents if I punish him	2.07
23	1.97	children not eating what I prepare for them	2.66
24	1.90	children generally spending too much time watching television	2.31
Never			
25	1.81	children purposely spilling something to get a reaction from me	2.46
26	1.80	a child taking my toys home	2.23
27	1.79	preschoolers who are very nervous	2.78
28	1.75	children always wanting a certain food after it has been put away	2.05
29	1.51	children wandering out of my play yard.	2.30

Rank	Frequency (Means)	Problem Statement	Concern (Means)
Never (cont.)			
30	1.51	the children I care for not getting along with my children	2.40
31	1.50	children getting rowdy during trips to the workshops	2.25
32	1.50	children engaging in exploratory body play with other children	2.50
33	1.50	children playing with matches	3.00
34	1.28	a child who physically attacks me when he gets angry	1.90
	2.59	Grand Mean	

TABLE 6-26

HOME PROVIDER'S PROBLEMS RELATED TO RESPONDING TO CHILDREN

Ranked (Means) by Specialist
on Concern

(includes frequency)

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Extremely			
1	4.71	children scattering the toys all over the room and not cleaning up	2.71
2	4.71	a child fighting with another over a toy	2.00
3	4.57	children who constantly demand my attention every moment	2.43
4	4.57	children playing with matches	3.86
5	4.57	children engaging in exploratory body play with other children	2.86
6	4.43	a child threatening to tell his parents if I punish him	4.43
7	4.29	the child who is overattached to the mother and does not want to leave her in the morning	4.14
8	4.29	a child who physically attacks me when he gets angry	2.57
9	4.00	a child fighting with his brothers or sisters	2.29
10	4.00	children not obeying me	1.57
11	3.86	how to bring a new child into my home without upsetting those I already care for	2.14
12	3.86	children who tease the other children	2.86
13	3.86	the children I care for not getting along with my children	1.86
14	3.71	a child who lies most of the time when I ask him a question	2.29
15	3.71	children wandering out of my play yard	3.14

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Somewhat			
16	3.29	a child using swear words	2.71
17	3.29	children who destroy the furniture in my home	2.71
18	3.29	children lying to their parents about what happened in my home	2.43
19	3.29	children not eating what I prepare for them	2.86
20	3.14	children resisting taking naps	2.29
21	3.14	children always wanting a certain food after it has been put away	2.71
22	3.14	preschoolers who are very nervous	2.57
23	3.00	children getting rowdy during trips to the workshops	2.00
24	2.71	children who have violent temper tantrums	2.71
25	2.57	children who do not want to leave me and go home	2.43
26	2.57	children purposely spilling something to get a reaction from me	2.14
27	2.57	children dropping food on the floor while eating	2.29
28	2.29	children destroying the toys I provide	2.29
29	2.29	a child who bites the other children when he gets angry	2.29
Not at All			
30	2.14	children generally spending too much time watching television	1.29
31	1.86	children not sharing their toys	2.57
32	1.86	a child taking my toys home	1.00
33	1.43	children talking back to me when I ask them to do something	1.43
34	1.00	children breaking things in my home	1.00
	4.61	Grand Mean	

TABLE 6-27

HOME PROVIDER'S PROBLEMS RELATED TO RESPONDING TO CHILDREN

Ranked (Means) by Specialist
on Frequency

(includes concern)

Rank	Frequency (Means)	Problem Statement	Concern (Means)
Always			
1	4.43	a child threatening to tell his parents if I punish him	4.43
2	4.14	the child who is overattached to the mother and does not want to leave her in the morning	4.29
3	3.86	children playing with matches	4.57
Occasionally			
4	3.14	children wandering out of my play yard	3.71
5	2.86	children not eating what I prepare for them	3.29
6	2.86	children who tease the other children	3.86
7	2.86	children engaging in exploratory body play with other children	4.57
8	2.71	children always wanting a certain food after it has been put away	3.14
9	2.71	child using swear words	3.29
10	2.71	children who have violent temper tantrums	2.71
11	2.71	children who destroy the furniture in my home	3.29
12	2.71	children scattering the toys all over the room and not cleaning up	4.71
13	2.57	preschoolers who are very nervous	3.14
14	2.57	children not sharing their toys	1.86
15	2.57	a child who physically attacks me when he gets angry	4.29

Rank	Frequency (Means)	Problem Statement	Concern (Means)
16	2.43	children lying to their parents about what happened in my home	3.29
17	2.43	children who do not want to leave me and go home	2.57
18	2.43	children who constantly demand my attention every moment	4.57
19	2.29	children resisting taking naps	3.14
20	2.29	children destroying the toys I provide	2.29
21	2.29	a child who bites the other children when he gets angry	2.29
22	2.29	a child who lies most of the time when I ask him a questions	3.71
23	2.29	children dropping food on the floor while eating	2.57
24	2.29	a child fighting with his brothers or sisters	4.00
Never			
25	2.14	children purposely spilling something to get a reaction from me	2.57
26	2.14	how to bring a new child into my home without upsetting those I already care for	3.86
27	2.00	children getting rowdy during trips to the workshops	3.00
28	2.00	a child fighting with another over a toy	4.71
29	1.86	the children I care for not getting along with my children	3.86
30	1.57	children not obeying me	4.00
31	1.43	children talking back to me when I ask them to do something	1.43
32	1.29	children generally spending too much time watching television	2.14
33	1.00	a child taking my toys home	1.86
34	1.00	children breaking things in my home	1.00
	3.68	Grand Mean	

TABLE 6-28

HOME PROVIDER'S PROBLEMS RELATED TO USDA

Ranked (Means) by Concern
(includes Frequency)

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Extremely			
1	3.34	the small amount of money allocated per meal in the USDA program	3.00
Somewhat			
2	2.80	the amount of paper work required by the USDA program	2.56
3	2.70	the USDA allowance not being enough to meet the nutrition requirements.	2.48
4	2.68	the amount of time it takes to get a USDA application processed.	2.27
5	2.48	having to measure food for the USDA program upset the way I normally cook	2.41
6	2.34	USDA checks always being late.	2.48
Not at all			
7	2.14	not being able to get information about the USDA program from FCWD.	1.91
8	1.97	not being able to participate in the USDA program.	1.70
9	1.93	the USDA application form not being very clear.	1.78
10	1.90	having to follow the balanced diet schedule suggested by the USDA program	1.80
11	1.52	not being eligible for the USDA program because my income is too high.	1.31
	2.80	Grand Mean	

TABLE 6-29

HOME PROVIDER'S PROBLEMS RELATED TO USDA

Ranked (means) by Frequency
(includes concern)

Rank	Frequency (Means)	Problem Statement	Concern (Means)
Always			
1	3.00	the small amount of money allocated per meal in the USDA program	3.34
Occasionally			
2	2.56	the amount of paper	2.80
3	2.48	the USDA allowance not being enough to meet the nutrition requirements	2.70
4	2.27	the amount of time it takes to get a USDA application processed	2.68
5	2.41	having the measured food for the USDA program upset the way I normally cook.	2.48
6	2.48	USDA checks always being late	2.34
Never			
7	1.91	not being able to get information about the USDA program from Franklin County Welfare Department.	2.14
8	1.70	not being able to participate in the USDA program.	1.97
9	1.78	the USDA application form not being very clear.	1.93
10	1.80	having to follow the balanced diet schedule suggested by the USDA program.	1.90
11	1.31	not being eligible for the USDA program because my income is too high.	1.52
	2.54	Grand Mean	

TABLE 6-30

Home Provider's Problems Related to USDA Ranked (Means) by Specialist on Concern

(includes Frequency)

Rank	Concern (Means)	Problem Statement	Frequency (Means)
1	4.57	the small amount of money allocated per meal in the USDA program	2.14
2	4.57	not being able to participate in the USDA program	1.86
3	4.57	having to follow the balanced diet schedule suggested by the USDA program	3.00
4	4.43	having to measure food for the USDA program upset the way I normally cook	2.29
5	4.00	not being able to get information about the USDA program from FCWD	2.71
6	3.71	the amount of paper work required by the USDA program	3.57
7	3.71	the USDA application form not being very clear	2.14
8	3.43	the USDA allowance not being enough to meet the nutrition requirements	2.86
9	2.71	not being eligible for the USDA program because my income is too high	2.57
10	2.29	the amount of time it takes to get a USDA application processed	2.57
11	2.14	USDA checks always being late	2.57
	4.42	Grand Mean	

TABLE 6-31

Home Provider's Problems Related to USDA Ranked (Means) by Specialist on Frequency

(includes Concern)

Rank	Frequency (Means)	Problem Statement	Concern (Means)
1	3.57	the amount of paper work required by the USDA program	3.71
2	3.00	having to follow the balanced diet schedule suggested by the USDA program	4.57
3	2.86	the USDA allowance not being enough to meet the nutrition requirements	3.43
4	2.71	not being able to get information about the USDA program from FCWD	4.00
5	2.57	the amount of time it takes to get a USDA application processed	2.29
6	2.57	USDA checks always being late	2.14
7	2.57	not being eligible for the USDA program because my income it too high	2.71
8	2.29	having to measure food for the USDA program upset the way I normally cook	4.43
9	2.14	the USDA application form not being very clear	3.71
10	2.14	the small amount of money allocated per meal in the USDA program	4.57
11	1.86	not being able to participate in the USDA program	4.57
	2.94	Grand Mean	

Table 6-32

HOME PROVIDERS' PROBLEMS
CATEGORY RANKING BY HP AND SPECIALIST

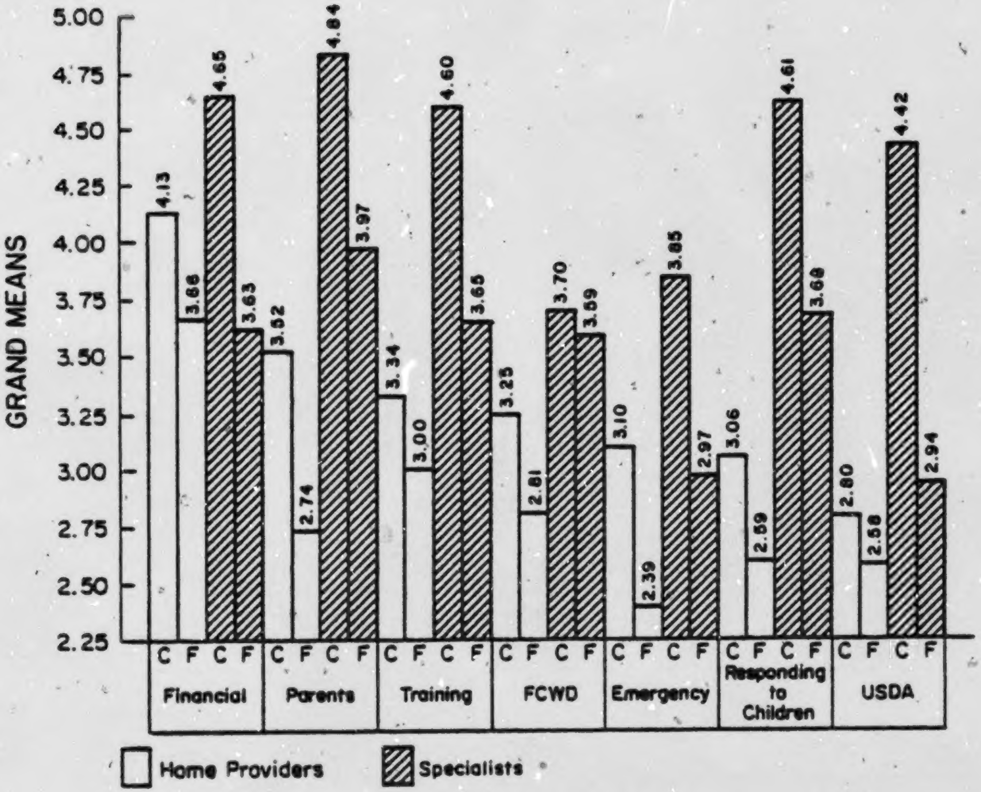

TABLE 6-33

HOME PROVIDERS' PROBLEMS RELATED TO INFANTS AND TODDLERS

	Problem Statement
1	the mother of a toddler not having time for her child
2	helping children who do not know how to express their needs through language
3	the young child who has crying spells for no apparent reason
4	babies who whine all the time
5	a child who is old enough to be potty trained and the parents will not help with this training
6	toddlers who will not eat solid foods
7	the toddler who cries when he hears a sudden noise
8	toddlers having a temper tantrum when his mother comes to pick him up
9	an older baby still taking a bottle (over two years of age)
10	toddlers biting the toys

TABLE 6-34

HOME PROVIDERS' PROBLEMS
RELATED TO SCHOOL AGE AND ADOLESCENT CHILDREN

	Problem Statement
1	the older children knowing that the provider cannot spank them so they misbehave
2	older children trying to boss the younger children
3	hyperactive school-agers
4	the older children not coming directly to my home after school
5	older children who bring dangerous items to my home, e.g., a knife
6	an adolescent girl showing an exaggerated interest in boys
7	older children not feeling their need of a provider
8	the mother of a school-age child is too overprotective and does not want him to participate in activities that I feel are appropriate

CHAPTER 7, FCWD SPECIALIST PROBLEMS

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Chapter 7, Specialist Problems

INTRODUCTION

Franklin County Welfare Department staff (herein known as specialists) directly responsible for day care home certification and day care center evaluation were asked to participate in the needs assessment study. In order to protect the anonymity/confidentiality of their responses, they were given the materials and asked to respond in writing and to mail their responses to the researchers. It was hoped that this process would encourage the specialist to respond as openly as possible thereby providing helpful insight into their daily problems.

Tables

Tables 7-1 and 7-2 (pp.7-6,8) present the problems of the FCWD day care specialists.

Overview

Twenty-three problems were generated by the FCWD staff responsible for home certification and center evaluation. As previously explained, these staff members were asked to complete the inventories and mail their responses to the researchers in order to insure complete anonymity/confidentiality. These specialists ranked eleven problems of a magnitude of 4.00 or higher on Concern. All eleven of these problems are related to the FCWD day care policies and

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7-2 FCWD Specialist (Frequency). 7-8

procedures either directly or indirectly. Of the remaining problems the dominant themes are 1) inadequate supervision and 2) poor training at FCWD for certification and evaluation staff.

Interestingly, when frequency of occurrence of these problems is ranked, the highest ranked problem is "the long period of time it takes for decisions to be made by people above me." This problem was ranked 10th on concern with a high mean value of 4.14.

Interpretations and Recommendations

It appears that what causes the FCWD specialists the greatest and most frequent concern is lack of clear, known policies, other guidelines and procedures. This lack puts them in the position of waiting for decisions to be made by supervisors (who also presumably do not have clearcut guidelines), having to continue to work with "substandard" centers, making evaluations which "result in only temporary improvements", not having guidelines for applying sanctions, not knowing how to handle complaints and other charges made against programs and/or specific providers (might include complaints regarding discipline, overcharges, sexual harassment of employees). In addition, specialists are interested in having more effective evaluations participated in more fully by providers.

In part, specialist rankings on the concern dimension also indicate that they are "outwardly"-directed toward good day care rather than "inwardly"-directed toward in-house problems. To some extent the reverse is true directionally on the frequency dimension.

A number of recommendations seem in order in light of the data available:

1. The specialists and their supervisors need to come together to prepare:
    a. Clear, comprehensive job descriptions;
    b. Policy statements which are flexible enough to handle a variety of problems with continuity, fairness and efficiency;
    c. A streamlining of current procedures which will enhance the current quality of communication and cooperation among caseworkers, specialists, clients and providers;
    d. A plan for more "professional", more useful FCWD staff training sessions.
2. New ways need to be found to involve providers more directly in program evaluation.

It is understandable that specialists would suggest that they lack effective leadership and have low morale when their responses indicate that they feel somewhat helpless to make decisions, to speed the decision-making processes and to involve themselves in making policy and establishing procedures.

TABLE 7-1

FCWD SPECIALIST

Ranked (Means) by Concern
(includes Frequency)

Rank	Concern (Means)	Problem Statement	Frequency (Means)
1	4.85	licensed day care centers which operate sub-standard programs	3.14
2	4.71	Center employees being sexually harassed by staff members, including the director of the opposite sex	2.14
3	4.71	FCWD evaluations of day care centers which result in only temporary improvements	3.85
4	4.57	day care providers having more input into the evaluation procedures.	3.71
5	4.42	not knowing whether to apply sanctions against centers which constantly receive substandard evaluations by FCWD	3.57
6	4.42	the poor level of communication between the caseworker, client, and provider	3.57
7	4.42	providers breaking the "no physical punishment" clause of their contracts	2.71
8	4.28	how to handle complaints by parents against day care providers	3.14
9	4.14	providers overcharging clients	2.71
10	4.14	the long period of time it takes for decisions to be made by people above me	3.85
11	4.00	providers claiming that they have not received various forms of written communication from the welfare department, e.g., termination notices, partial payment notices, etc.	3.28
12	3.85	the role day care providers should play in helping FCWD determine areas of evaluation.	3.00

Rank	Concern (Means)	Problem Statement	Frequency (Means)
13	3.71	the lack of strong leadership at the managerial supervisory level	3.42
14	3.71	the tense atmosphere and low morale in my unit	3.14
15	3.71	there being no formal procedure to handle parent complaints	2.85
16	3.71	the difference in values between providers and certification specialists	3.14
17	3.71	not having a permanent clerical staff	3.28
18	3.42	my supervisor not wanting to become involved in certain problems	2.57
19	3.42	the regular training sessions not being conducted in a professional manner	2.42
20	3.28	training session not providing new and useful information	2.42
21	2.57	the arrogant way in which provider presents problems to me	2.42
22	2.57	having to attend meetings which I feel waste my time	2.85
23	2.00	the confidentiality involved in this project	1.57

TABLE 7-2

FCWD Specialist

Ranked (Means) by Frequency
(includes Concern)

Rank	Frequency (Means)	Problem Statement	Concern (Means)
1	3.85	the long period of time it takes for decisions to be made by people above me.	4.14
2	3.85	FCWD evaluations of day care centers which result in only temporary improvements.	4.71
3	3.71	day care providers having more input into the evaluation procedures.	4.57
4	3.57	not knowing whether to apply sanctions against centers which constantly receive substandard evaluations by FCWD.	4.42
5	3.57	the poor level of communication between the caseworker, client, and provider.	4.42
6	3.42	the lack of strong leadership at the managerial supervisory level.	3.71
7	3.28	not having a permanent clerical staff.	3.71
8	3.28	providers claiming that they have not received various forms of written communication fromthe welfare department, e.g., termination notices, partial payment notices, etc.	4.00
9	3.14	the difference in values between providers and certification specialists.	3.71
10	3.14	the tense atmosphere and low morale in my unit.	3.71
11	3.14	how to handle complaints by parents against day care providers.	4.28
12	3.14	licensed day care centers which operate substandard programs.	4.85
13	3.00	the role day care providers should play in helping FCWD determine areas of evaluation.	3.85

Rank	Frequency (Means)	Problem Statement	Concern (Means)
14	2.85	having to attend meetings which I feel waste my time.	2.57
15	2.85	there being no formal procedure to handle parent complaints	3.71
16	2.71	providers overcharging clients.	4.14
17	2.71	providers breaking the "no physical punishment" clause of their contracts.	4.42
18	2.57	my supervisor not wanting to become involved in certain problems.	2.57
19	3.42	the regular training sessions not being conducted in a professional manner.	3.42
20	2.42	training session not providing new and useful information	3.28
21	2.42	the arrogant way in which provider presents problems to me.	2.14
22	2.14	Center employees being sexually harrassed by staff members, including the director of the opposite sex	4.71
23	1.57	the confidentiality involved in this project.	2.00

CHAPTER 8, PARENTS' PROBLEMS - CENTER

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CHAPTER 8. CENTER PARENTS' PROBLEMS

Introduction

This chapter focuses on the problems of parents who have children enrolled in Title XX centers. Background information about those parents who responded was not requested. It is important for the reader to consider the multiple roles that each of these respondents must play:

1. Parent;
2. Employee, trainee or student;
3. Client of FCWD;
4. Client of center;
5. And, generally, head of household.

Tables

In the tables within this chapter, problems are presented in two ways. First, they are ranked on the Concern and Frequency dimensions by total ranks pooled across zones. Second, they are ranked on both dimensions zone-by-zone. A list of tables follows (pp. 8-2). (A map of Columbus in zones is provided on page 8-3.)

In this chapter, discussion of results will proceed table-by-table.

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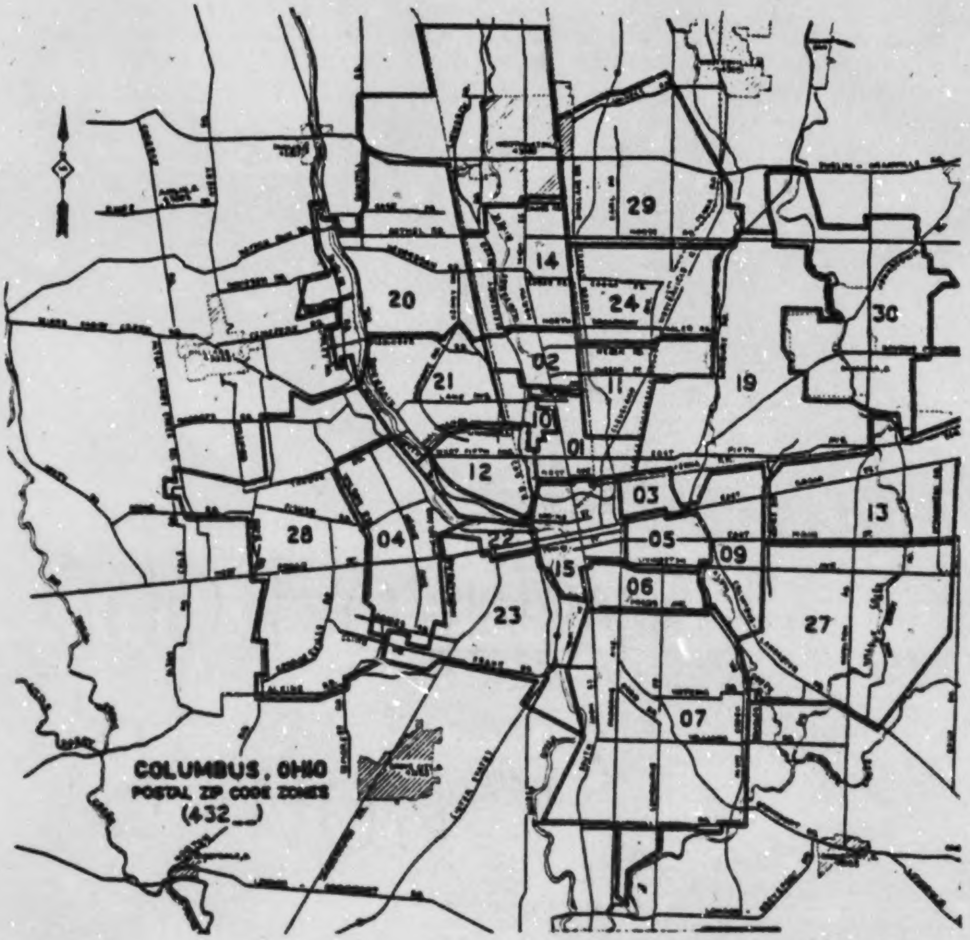
8-12 Parents' Problems - Center, Related to Center Discipline (Concern - Frequency) by Means and broken down by Zone 8-65

8-13 Parents' Problems - Center, Ranked on categories by Parent and Specialist (graph) 8-67

FIGURE D-1*

Columbus Map with Zones

Southside	Center City	Suburban	Mid-East	Westside
Zone 1	Zone 2	Zone 3	Zone 4	Zone 5
43212	43203	43228	43209	43201
43207	43205	43214	43211	43202
43227	43206	43229	43219	43215
43213		43230	43224	43204
		43068	43119	43222
		43026	43125	43223
		43213	43147	
		43085		
		43081		
		43054		



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*same as Polemetric Study

Center Parents' Problems (Table 8-1)

Results

The problems generated by center parents and ranked in Table 8-1 show a very interesting response pattern - the first 11 problems by rank are problems that deal with the FCWD not with day care centers. The problems that most concern the parents are related to:

1. FCWD procedures for determining client eligibility for day care services including:
   - paperwork and forms;
   - inconvenient hours which force clients to miss part or all of a work day;
   - six month review procedures;
2. Lack of publicity for the program and for training opportunities;
3. FCWD income eligibility policies which terminate day care services when salaries are raised;
4. Inability to reach FCWD day care staff when they are needed;
5. Confused information-referral system at the FCWD;
6. Lack of clear FCWD policies.

Recommendations

If we accept the high ranking of Parents' Problems that deal with FCWD it would be advisable to do an inhouse evaluation of the policies, procedures, and requirements now effecting parents to try to eliminate unneeded requirements or streamline those that are necessary.

Parents' Problems (Center) indicating Rank and Means between Parents and Specialists

Interpretation

The Table 8-3 "A Comparison of Parents' Problems (Center) indicating Rank and Means between Parents and Specialists" will enable the reader to make a comparison between Parents (C) and Specialists on a problem by problem basis. The following categories and graph (Table 8-13) will be used to analyze results.

Parents' Problems (Center) - FCWD - Concern-Frequency Guide

The reader can get a breakdown of problems using this table with those problems dealing with FCWD. Besides a highest to lowest ranking one should look for large differences in ranking between concern within Zones or between Zones.

Results

The ranking on this particular table shows very little variance between Zones.

The highest ranked problems by parents seem to be the general nuisance problems when dealing with a large agency.

Recommendations

Each problem under the category of FCWD should be evaluated to see if some policy change could be made to the problem or make it less of a difficulty.

Parents' Problems (Center), General Day Care Problems

Concern - Frequency

Results

The first problem ranked by most parents as, "getting a pay raise which would make me not eligible for the day care program" seems to defeat the FCWD objectives of getting people off of welfare support.

Recommendations - Parents' Problems (Center), General Day Care

A procedure should be developed to enable the parents to make a gradual break from the child support program. Possibly a solution for people in a transition would be to give full support which then would gradually taper off until the parent can assume full responsibility.

Results

The problem ranked number three "not all day care centers taking welfare children" might be an interesting possibility to explore.

Recommendations - Parents' Problems (Center)

The possibility of using a voucher system should be explored. The eligible parents would be given a voucher which they could take to any center that is willing to accept it, and it could be turned into the FCWD for reimbursement. This would make the process a consumer market, oriented towards making the centers responsive to parents' needs and those of their children. This may also relieve the FCWD of some administrative details such as assigning children to centers.

Results

One of the problems pointed out by both centers and parents using center care was how to give input into the center, and how to be informed as to what is occurring. This seems to be a problem for all concerned. The parents that used center care astonished the interviewers about how little those parents knew about the program or what was happening to the child in the center.

Recommendations - Parents' Problems (Centers)

A system or model should be developed to enable parents to give input into the center to be kept informed.

Parents' Problems (Center), Children's Social-Emotional Needs

Most of the problems relate to having the child adjust to center care and be happy there.

Recommendations - Parents' Problems (Center), Childrens' Social-Emotional Needs

Teachers generally feel that once children stop crying and become quiet they are adjusting. This passivity might be a highlynegative form of maladjustment especially for young children. A training program or policy should be set up to teach teachers how transition from home to the center can be made with minimal anxiety. This should be given an extremely high priority.

Parents' Problems (Center), Schedules and Transportation

Results

The Table 8-8 indicates a number of variances between zones that should be of interest.

Number 7 - "having the center open on weekends" appears to be a real need by those parents in Zone 3, Suburban, while this is not true in any of the other Zones.

Number 8 - "Center picks up my children too early is a frequent problem in Zone 2, Center City, but not in other Zones.

Number 10 - "the safety of my children when they get off and on the bus" is a problem of extreme concern in Zone 2, Center City, while not so in the others.

Number 11 - "the center closing too early" is a problem of extreme concern in Zone 2, Center City, and somewhat in Zone 1, South Side.

Recommendations - Schedules and Transportation

Each of these problems need to be investigated to see if a policy change in these various centers can be made to eliminate some of these local problems. The area of transportation is also a central problem for directors. A further study might be needed to focus entirely on transportation related problems, safety on buses, insurance, schedule, etc.

Peer-Peer Conflict

Results

The very high means by Center City (Zone 2) regarding "my child being pushed around" (4.00) (second highest mean score);"my child being teased" (4.20) (highest mean score); and "fighting" (3.40) (third highest mean score); emerged as an area of extreme concern. The rather low ranking under frequency by Center City on the same problems indicates that although they are concerned, the problems happen only infrequently. Also, West Side (Zone 5) gave comparatively high rankings on these problems.

The other noticable difference is the ranking by Suburban (Zone 3) parents that were concerned about disease (3.43) with the highest mean score. "Physical attacks" although it had a fairly low mean of 2.57, was ranked number two. Overall, the Suburbs gave very low rates to most all problems dealing with peer-peer conflict.

Recommendations - Peer-Peer Conflict

The high ranking on peer-peer conflict by Center City and West Side might suggest an investigation as to whether these centers are decidedly different in their arrangement in space and the type of supervision of children that is occurring in these Zones. Or, does the parent rating indicate a projection of their feeling of their social context in which they live rather than an accurate evaluation of the day care life of their child?

Criticism of the Center

Results

Understandably the largest number of problems (34) reported by parents (Center) fall under the category as straight out "criticism of the center". The following variances were among Zones and their ranking appears to be of interest.

Problem 1 - "meeting the needs of my special child" was ranked nearly number one by all Zones but Suburbs which gave a very low rank of 25 (mean 1.00) on Concern and 34 (mean 1.00) on Frequency. (The need for training with special needs children was ranked number one by teachers)

Recommendations

The data would suggest that much training is needed in helping children with special needs in all Zones but the Suburb area. Question: Does this mean that the Suburbs are finding help for their special needs child elsewhere, or that there are very few special needs children in the Suburbs? And, did those parents ranking the problem interpret the term "special needs" as meaning hearing or visually impaired, retarded, or a behavior disabilities child, or did they interpret it to mean "responding to my child" "who is special" in ways that teachers will meet his or her unique needs? This would suggest that further research is needed to answer these questions, especially as they differ among Zones.

Results - Problem 2

"Losing clothing in the center" seems to be a universal problem not only for center care but also parents using home provider care, and is common in all Zones.

Recommendations

A system of marking children's clothing should be developed and a policy encouraging parents to mark clothing.

Results - Problem 5

"The center not being clean" is ranked high by all Zones except the Suburban Zone 3 that ranked it extremely low (24), while the Center City Zone 2 ranked this problem as number two.

Recommendations - Criticism of Center

The evaluation of day care centers of "cleanliness" should receive renewed evaluation and review by those monitoring these centers.

Results - Problem 6

"My child picking up bad habits at the center" appears to be of high concern to all Zones except the South Side, Zone 1. It appears to be a highly frequent problem in West Side, Zone 5.

Recommendations - Criticism of Center

Possibly a training program for teachers around "the child's sense of naughtiness" (moral development) to give them an understanding of how to respond to social behavior such as "swearing", spitting, etc.

Results - Problem 9

"Not providing my children with individual instruction" was not especially of concern to any Zone but the Suburban Zone 3 that ranked it third on Concern and sixth on Frequency. This is also seen in related Problems; 12, 18, and 28.

Recommendations - Criticism of Center

It would appear that parents in the Suburban area, Zone 3 want more direct instruction for their children.

The possible creation of alternative models of child care could be started in that area or within the center alternatives could be provided. But some recognition should be given to responding to this concern of parents in their particular Zone.

Results - Problem 14

"My child being taught a religion at the center that differs from our own" Apparently, one or more centers in West Side, Zone 5, are giving direct instruction on religious practices indicated by the number two ranking of this problem. This does not seem to be of concern in the other centers.

Recommendations - Criticism of the Center

If one or more centers are teaching religious practices, although one could possible see that this might be their right as a private center, they should clearly announce that this is their practice (and by the FCWD) to permit parents to make a choice as to whether this training is appropriate for their child.

Results - Problem 20

"Nursery classrooms being located in damp basement" is a very apparent problem only in West Side, Zone 5.

Recommendations

The West Side Centers should be inspected for the safety and health standard of basement classrooms.

Results - Problem 21

"My center allowing my child to get too dirty when they play" appears to be a highly frequent problem of some concern only in South Side, Zone 2 (ranked 2) and West Side, Zone 5 (ranked 3).

Recommendation

The cleanliness of the centers in South Side, Zone 1 and West Side, Zone 5 should be inspected and those centers be made aware of the parents concerns.

Results - Problem 23

"The lack of male teachers appears to be of concern (ranked 3) and frequent problem (ranked 4) only for Suburban, Zone 3, and to a lesser extent of interest in West Side, Zone 5.

Recommendation

A concerted effort could be made to hire male staff in these Zones 3 and 5.

The remaining problems give some minor variances among Zones, and clearly one can see a great difference in values between Center City, Zone 2 and Suburban, Zone 3 throughout the ranking of all problems.

Food

Results

Although this category had eleven problems there appears to be much agreement among Zones on ranking. What is surprising is the extremely low mean score in this category.

Interpretation

The problem centered around food seems to be of little concern to parents completing this Check List.

Centers' Discipline

The ranking under the category Centers' Discipline gives very little variance for analysis except if we compare Center City, Zone 2 against Suburban, Zone 3, we see reverse in the rankings. For example, under problem 3, "the teachers not being able to spank my child" is ranked first on concern and frequency, while Center City ranked it last or near last as 10 on concern and 11 on frequency. It appears that Suburbs want their children spanked and Center City parents do not. The mean scores might be more helpful in viewing this category overall. The means appear surprisingly low, but one might look at 3.00 or higher to get some variance.

Problem 1 - "Teachers having fast tempers" are more of a concern in Center City, Zone 2, Mid-East, Zone 4, and West Side, Zone 3.

Problem 2 - "Allowing teachers to use unusual punishment" appears to be a problem in South Side, Zone 1 and an extremely high ranked problem of much concern in the West Side, Zone 5.

Recommendation

The centers in South Side, Zone 1 and West Side, Zone 5 should be immediately inspected for "unusual punishment". It would seem that swift action should be taken in West Side, Zone 5 especially.

Programs and Field Trips

Results

Because of the few numbers of problems (5) under this category very little separation and variance appeared in the rankings. What appears to be more helpful here would be the means. Those scoring 3.00 or less appears to be of little concern or frequency to these parents. The one high score of 4.06 by Mid-East, Zone 4 on problem 1, "Government providing more funds so my center can take my children on more trips" appears to be of interest.

Recommendations

The lack of field trips in Mid-East, Zone 4 could be explored or evaluated by the certification staff. Possibly a specialized training program for them on "how to take field trips locally" might be helpful.

Parents' Problems (Center) Category Ranking between Specialists and Parents (graph)

The graph gives a visual comparison of the means as they were ranked by specialists and parents. The parents results indicate a high concern for problems in categories FCWD and General Day Care Problems but they plateau around a minor concern for the remaining categories.

The specialists agree with the parents on the extremely high ranking on problems of FCWD, but less so on the General Day Care Problems. What is especially surprising is the very low ranking of problems related to "Social/Emotional" discipline as it relates to children (1.81 - 1.84) in contrast to the parents (2.93 - 2.68) ranking. Does this mean that based on the Specialists experience that most children's emotional and discipline needs are being met in the center, or does this mean that in their role as Specialist that they do not see themselves as responsible for monitoring the quality of care in these centers around emotional/social needs of children or surprisingly, discipline techniques.

Recommendations

The data would suggest the need for further evaluation of the role of the Specialists that deal with center care. Such study should be undertaken to determine: 1) if they see their role as monitoring socially-emotionally healthy day care, or 2) that they are doing this so well that there are little problems of concern in this area.

Parents' Problems (Center), Ranked on Categories by Parents and Specialists

Results

The graph comparing the category rankings between Parents (C) and Specialists give a visual presentation to enable the reader to make quick comparisons.

The major areas with the greatest contrast are: Criticism of Center, Schedules and Transportation, and Center's Discipline, with each of these categories scored nearly twice as high by the Specialists when compared to the Parents (Center) scores.

Recommendation

The general lack of agreement between the rankings given by Parents (Center) and Specialists calls for further investigation as to why this variance is so dramatic. Do parents not have accurate enough ideas of what is happening in centers to accurately criticize them? Those interviewers who carried out Part I of this study which required them to collect gross problems from Parents (Center) reported their surprise when they asked questions about the centers in which the parents had their child enrolled. The interviewers reported informally that they felt that parents had "little" or "no" idea what was happening in centers. This apparent difference in rankings of problems between Specialists and parents (Centers) should be a target for an "inhouse" investigation to determine if the high rankings by Specialist are valid and what can be done about these problems.

TABLE 8-1

PARENT'S PROBLEMS-CENTER RANKED (MEANS) ON CONCERN

(includes Frequency)

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Extremely			
1	4.27	having to go down to the Welfare Office to sign so many papers to be discontinued or reinstated in the program	3.94
2	4.11	the need to make the program better known to the public	3.98
3	4.02	the day of work I had to miss to go down to the Welfare Office to sign up for the program	3.67
4	3.94	having to go down to the Welfare Department every six months to show how much I make waiting for someone to talk to me	3.81
5	3.89	having to fill out so many of the same forms to receive different services from the Welfare Department	3.88
6	3.71	getting a pay raise which would make me not eligible for the day-care program	2.34
7	3.70	the difficulty I have when I try to get in touch with the Welfare Department	3.27
8	3.59	the Welfare Department having inconvenient hours which makes it difficult to sign up for the programs	3.28
9	3.56	I do not know what training programs are available to me	3.23

Rank	Concern (Means)	Problem Statement	Frequency (Means)
10	3.56	when I try to get information from the Welfare Office by telephone they appear to be confused in not knowing how to get the information I need	3.09
11	3.50	the lack of clarity as far as welfare policies are concerned	2.98
12	3.49	not all day care centers taking welfare children	2.78
13	3.33	the government providing enough money for the teachers to receive a decent salary	2.49
14	3.30	my child being pushed around by the older children at the center	2.41
15	3.28	the lack of parent involvement at center	2.65
16	3.26	my center meeting the needs of my special child	2.51
17	3.25	the effects that forced busing would have on my child's getting to and from the day care before and after school	2.04
18	3.16	the center bus not running on schedule to pick my child up	2.29
19	3.14	inspectors warning centers by making announced visits allowing the center to cover up problems	2.20
20	3.10	having a job where I can spend more time with my children	2.70
21	3.09	my child losing her clothes at the center	2.46
22	3.05	the government providing more funds so my center can take my children on more trips	2.70
23	3.03	my center not having a nurse available at all times	2.14

Rank	Concern (Means)	Problem Statement	Frequency (Means)
24	3.02	the Welfare Department terminating my child's medical service without telling me beforehand	2.02
25	3.02	the way the Welfare Office requires proof of my work schedule and not taking my word	3.33
26	2.98	my center's teaching staff having fast tempers in disciplinary matters	1.97
27	2.95	my center not telling me the type of educational program they offer	2.26
28	2.95	being able to place my child where I want and with whom I want without being reprimanded by the Welfare Office	2.24
29	2.95	my day care center not providing breakfast	2.27
30	2.93	my child being exposed to disease by other children	2.10
31	2.89	my child's clothing being stolen at the center	1.98
32	2.86	the center having unappetizing menus	2.24
33	2.83	my child's center not being clean	1.67
34	2.81	the center allowing teachers to use unusual punishments (for example, making my child hold his arms up and stand on one foot until it hurts)	1.49
35	2.80	my pre-school child picking up bad habits (cursing, etc.) at the center	2.23
36	2.79	the center not having an additional person to act as an authorized agent when an emergency arises with my child	1.71
37	2.78	my child being slapped by another child on an unsupervised center bus	1.84

Rank	Concern (Means)	Problem Statement	Frequency (Means)
38	2.73	my child being teased by the other children at the center	2.23
39	2.73	the center does not notify me when my child has been hurt	1.70
40	2.72	the rules and regulations of the program being very unclear and inconsistent	2.02
41	2.69	needing to give my children money to take on field trips	2.21
42	2.64	having the center provide more field trips for my children	1.87
43	2.63	my center not calling me about my child fighting with other children	1.84
44	2.62	the Welfare Department losing important papers	2.10
45	2.62	my child being hungry when I pick her up at the center	2.39
46	2.60	the teachers not being able to spank the children when they misbehave	2.02
47	2.58	the center needs to help my child adjust more easily when they first enter	2.00
48	2.58	my center not spanking my child when I feel he needs it at the center	1.74
49	2.54	comparison of home care providers to day care centers	1.77
50	2.54	my center making my child drink sour milk	1.08
51	2.53	my child being physically attacked by the other children at my center	1.61
52	2.52	Welfare Office does not give me a choice so that I can choose a center for my child	1.70

Rank	Concern (Means)	Problem Statement	Frequency (Means)
53	2.50	the teacher's not giving my child his medicine at the time I requested	1.50
54	2.50	the center's program not providing my children with individual instruction	1.83
55	2.50	my center serving spoiled food to my children	1.05
56	2.49	that the center does not provide part-time babysitting services for my children before and after school	1.87
57	2.49	not knowing if it is true when my child tells me he has been spanked at his center	1.49
58	2.48	the lack of communication between me and my center's teachers	1.80
59	2.46	the center's old vehicle being both undependable (breaking down) and dangerous	1.51
60	2.44	the center bus dropping my children off early when I'm not at home	1.70
61	2.44	my children not being happy at my center	1.67
62	2.41	my child's teacher does not teach more school skills	1.75
63	2.40	my children's teacher blaming them for things they didn't do	1.74
64	2.39	that the center does not help my shy child to adjust	1.80
65	2.38	my child's center needing more teachers to care for such a large number of children	1.71
66	2.38	the Welfare Department checking to see if the center is charging them when my children aren't attending	1.65

Rank	Concern (Means)	Problem Statement	Frequency (Means)
67	2.38	my child being severely injured by another child at my center	1.32
68	2.37	my child having a bad temper	2.00
69	2.37	that I do not know what my child is eating at the center	1.36
70	2.35	my child being taught a religion at the center that differs from my own	1.18
71	2.31	the physical space of my center being too limited	1.76
72	2.31	my child being spanked by the teachers without my permission	1.32
73	2.30	teachers putting my child in a dark box as a form of discipline	1.23
74	2.29	my child's teacher hurting my child physically (punching, pulling hair)	1.21
75	2.27	having to pay the late charge at my center because I have to work overtime	1.57
76	2.26	too many children transported on the center's bus	1.69
77	2.25	having the center open on weekends	1.66
78	2.24	the center serving powdered milk to my children	2.00
79	2.22	my center unfairly disciplining my child's whole class for the actions of a couple of children	1.65
80	2.22	my center unfairly disciplining my child's whole class for the actions of a couple of children	1.65
81	2.21	my center not following the posted menu	1.68
82	2.21	my child's teacher appears immature (too young) to care for my child	1.54

Rank	Concern (Means)	Problem Statement	Frequency (Means)
83	2.20	how to put my child in a new classroom when his teacher doesn't like him	1.26
84	2.20	not knowing the type of program the center offers	1.83
85	2.20	my five-year old child developing temper tantrums which she is picking up at her center	1.62
86	2.16	center picks up my children too early	1.70
87	2.16	my center bus picking my child up too early	1.75
88	2.16	my having to take time off from work to pick my child up and take him home because of a slight cold	1.56
89	2.13	my child not being fed when he/she is only at the center for part of the day	1.43
90	2.09	my child's teacher does not supervise the washing of hands and face after eating and playing	1.48
91	2.07	the safety of my children when they get off and on the bus	1.31
92	2.05	the fact that I do not like the type of program going on in my child's center	1.60
93	2.05	my young child's nursery class being located in the damp basement causing her to have a cold	1.14
94	2.04	there not being a parent group in my center	1.80
95	2.03	my center allows my child to get too dirty when playing	2.00
96	2.00	the center closing too early to allow me to get there in time to pick up my child	1.66

Rank	Concern (Means)	Problem Statement	Frequency (Means)
97	1.98	the center open later than 6:00p.m.	1.50
98	1.97	my center shutting off the water fountain on very hot days to prevent children from playing in it	1.22
99	1.96	the lack of male teachers in my center	1.80
100	1.95	finding a provider or center to take all four of my children	1.57
101	1.93	the center only evaluating my child every six months	1.53
102	1.93	my Welfare Office terminating my twelve year old child from center care	1.44
103	1.90	center not providing tutors for my school-age children who need academic help	1.35
104	1.89	when a center raises its rates without giving me early notice	1.15
105	1.89	my center does not teach my child to clean up after eating	1.30
106	1.86	center being open earlier because I have to be at work early	1.55
107	1.85	my center placing too much time and emphasis on play activities	1.67
108	1.82	my center does not have enough teachers in the two year old class	1.36
109	1.82	my child's teacher not allowing him to get enough fresh air	1.23
110	1.82	my center having an 18 month old age requirement to accept children	1.51
111	1.80	the way the teachers and social workers get together and talk and giggle among themselves	1.47

Rank	Concern (Means)	Problem Statement	Frequency (Means)
112	1.76	the bus driver dropping my children off several blocks away from home	1.14
113	1.75	my school age child is required to change centers during summer hours	1.33
114	1.74	the center not informing me of the type of summer program being offered	1.49
115	1.70	my child becoming less obedient at home because of the disciplinary policy of the center	1.77
116	1.70	the evening program not providing dinner and a snack	1.36
117	1.69	my center's staff leaving open pins in my child's diaper	1.12
118	1.64	my center's staff not changing my child's diapers as frequently as they should	1.00
119	1.55	the center not giving my child the food I bring for them	1.09
120	1.53	having to pick my child up late when the children go on a field trip	1.21
121	1.54	that center does not provide parking facilities so I can drop off and pick up my child	1.32
122	1.46	the Welfare Department not considering me to be a full-time student even though the University did	1.22

TABLE 8-2

PARENT'S PROBLEMS-CENTER RANKED (MEANS) ON FREQUENCY

(includes Concern)

Rank	Frequency (Means)	Problem Statement	Concern (Means)
Always			
1	3.98	the need to make the program better known to the public	4.11
2	3.94	having to go down to the Welfare office to sign so many papers to be discontinued or reinstated in the program	4.27
3	3.88	having to fill out so many of the same forms to receive different services from the Welfare Department	3.89
4	3.81	having to go down to the Welfare Department every six months to show how much I make waiting for someone to talk to me	3.94
5	3.67	the day of work I had to miss to go down to the Welfare office to sign up for the program	4.02
6	3.33	the way the Welfare Office requires proof of my work schedule and not taking my word	3.02
7	3.28	the Welfare Department having inconvenient hours which makes it difficult to sign up for the program	3.59
8	3.27	the difficulty I have when I try to get in touch with the Welfare Department	3.70
9	3.23	I do not know what training programs are available to me	3.56

Rank	Frequency (Means)	Problem Statement	Concern (Means)
10	3.09	when I try to get information from the Welfare Office by telephone they appear to be confused in not knowing how to get the information I need	3.56
11	2.98	the lack of clarity as far as welfare policies are concerned	3.50
12	2.78	not all day care centers taking welfare children	3.49
13	2.70	the government providing more funds so my center can take my children on more trips	3.05
14	2.70	having a job where I can spend more time with my children	3.10
15	2.65	the lack of parent involvement at center	3.28
16	2.51	my center meeting the needs of my special child	3.26
17	2.49	the government providing enough money for the teachers to receive a decent salary	3.33
18	2.46	my child losing her clothes at the center	3.09
19	2.41	my child being pushed around by the older children at the center	3.30
20	2.39	my child being hungry when I pick her up at the center	2.62
21	2.34	getting a pay raise which would make me not eligible for the day-care program	3.71
22	2.29	the center bus not running on schedule to pick my child up	3.16
23	2.27	my day care center not providing breakfast	2.95
24	2.26	my center not telling me the type of educational program they offer	2.95

Rank	Frequency (Means)	Problem Statement	Concern (Means)
25	2.24	the center having unappetizing menus	2.86
26	2.24	being able to place my child where I want and with whom I want without being reprimanded by the Welfare Office	2.95
27	2.23	my child being teased by the other children at the center	2.73
28	2.23	my pre-school child picking up bad habits (cursing, etc.) at the center	2.80
29	2.21	needing to give my children money to take on field trips	2.69
30	2.20	inspectors warning centers by making announced visits allowing the center to cover up problems	3.14
31	2.14	my center not having a nurse available at all times	3.03
32	2.10	the Welfare Department losing important papers	2.62
33	2.10	my child being exposed to disease by other children	2.93
34	2.04	the effects that forced busing would have on my child's getting to and from the day care before and after school	3.25
35	2.02	the teachers not being able to spank the children when they misbehave	2.60
36	2.02	the rules and regulations of the program being very unclear and inconsistent	2.72
37	2.02	the Welfare Department terminating my child's medical service without telling me beforehand	3.02
38	2.00	the center serving powdered milk to my children	2.24

Rank	Frequency (Means)	Problem Statement	Concern (Means)
39	2.00	my child having a bad temper	2.37
40	2.00	my center allows my child to get too dirty when playing	2.03
41	2.00	the center needs to help my child adjust more easily when they first enter	2.58
42	1.98	my child's clothing being stolen at the center	2.89
43	1.97	my center's teaching staff having fast tempers in disciplinary matters	2.98
44	1.87	that the center does not provide part-time babysitting services for my children before and after school	2.49
45	1.87	having the center provide more field trips for my children	2.64
46	1.84	my center not calling me about my child fighting with other children	2.63
47	1.84	my child being slapped by another child on an unsupervised center bus	2.78
48	1.83	not knowing the type of program the center offers	2.20
49	1.83	the center's program not providing my children with individual instruction	2.50
50	1.80	that the center does not help my shy child to adjust	2.39
51	1.80	there not being a parent group in my center	2.04
52	1.80	the lack of male teachers in my center	1.96
53	1.80	the lack of communication between me and my center's teachers	2.48

Rank	Frequency (Means)	Problem Statement	Concern (Means)
54	1.77	my child becoming less obedient at home because of the disciplinary policy of the center	1.70
55	1.77	comparison of home care providers to day care centers	2.54
56	1.76	the physical space of my center being too limited	2.31
57	1.75	my center bus picking my child up too early	2.16
58	1.75	my child's teacher does not teach more school skills	2.41
59	1.74	my children's teacher blaming them for things they didn't do	2.40
60	1.74	my center not spanking my child when I feel he needs it at the center	2.58
61	1.71	my child's center needing more teachers to care for such a large number of children	2.38
62	1.71	the center not having an additional person to act as an authorized agent when an emergency arises with my child	2.79
63	1.70	the center bus dropping my children off early when I'm not at home	2.44
64	1.70	Welfare Office does not give me a choice so that I can choose a center for my child	2.52
65	1.70	center picks up my children too early	2.16
66	1.70	the center does not notify me when my child has been hurt	2.73
67	1.69	too many children transported on the center's bus	2.26
68	1.68	my center not following the posted menu	2.21

Rank	Frequency (Means)	Problem Statement	Concern (Means)
69	1.67	my center placing too much time and emphasis on play activities	1.85
70	1.67	my children not being happy at my center	2.44
71	1.67	my child's center not being clean	2.83
72	1.66	the center closing too early to allow me to get there in time to pick up my child	2.00
73	1.66	having the center open on weekends	2.25
74	1.65	my center unfairly disciplining my child's whole class for the actions of a couple of children	2.22
75	1.65	my center unfairly disciplining my child's whole class for the actions of a couple of children	2.22
76	1.65	the Welfare Department checking to see if the center is charging them when my children aren't attending	2.38
77	1.62	my five year old child developing temper tantrums which she is picking up at her center	2.20
78	1.61	my child being physically attacked by the other children at my center	2.53
79	1.60	the fact that I do not like the type of program going on in my child's center	2.05
80	1.57	finding a provider or center to take all four of my children	1.95
81	1.57	having to pay the late charge at my center because I have to work overtime	2.27
82	1.56	my having to take time off from work to pick my child up and take him home because of a slight cold	2.16

Rank	Frequency (Means)	Problem Statement	Concern (Means)
83	1.55	center being open earlier because I have to be at work early	1.86
84	1.54	my child's teacher appears immature (too young) to care for my child	2.21
85	1.53	the center only evaluating my child every six months	1.93
86	1.51	my center having an 18 month old age requirement to accept children	1.82
87	1.51	the center's old vehicle being both undependable (breaking down) and dangerous	2.46
88	1.50	the center open later than 6:00 p.m.	1.98
89	1.50	the teacher's not giving my child his medicine at the time I requested	2.50
90	1.49	not knowing if it is true when my child tells me he has been spanked at his center	2.49
91	1.49	the center not informing me of the type of summer program being offered	1.74
92	1.49	the center allowing teachers to use unusual punishments (For example, making my child hold his arms up and stand on one foot until it hurts)	2.81
93	1.48	my child's teacher does not supervise the washing of hands and face after eating and playing	2.09
94	1.47	the way the teachers and social workers get together and talk and giggle among themselves	1.80
95	1.44	my Welfare Office terminating my twelve year old child from center care	1.93
96	1.43	my child not being fed when he/she is only at the center for part of the day	2.13

Rank	Frequency (Means)	Problem Statement	Concern (Means)
97	1.36	my center does not have enough teachers in the two year old class	1.82
98	1.36	the evening program not providing dinner and a snack	1.70
99	1.36	that I do not know what my child is eating at the center	2.37
100	1.35	center not providing tutors for my school-age children who need academic help	1.90
101	1.33	my school age child is required to change centers during summer hours	1.75
102	1.32	that center does not provide parking facilities so I can drop off and pick up my child	1.54
103	1.32	my child being spanked by the teachers without my permission	2.31
104	1.32	my child being severely injured by another child at my center	2.38
105	1.31	the safety of my children when they get off and on the bus	2.07
106	1.30	my center does not teach my child to clean up after eating	1.89
107	1.26	how to put my child in a new classroom when his teacher doesn't like him	2.20
108	1.23	my child' teacher not allowing him to get enough fresh air	1.82
109	1.23	teachers putting my child in a dark box as a form of discipline	2.30
110	1.22	the Welfare Department not considering me to be a full-time student even though the University did	1.46

Rank	Frequency (Means)	Problem Statement	Concern (Means)
111	1.22	my center shutting off the water fountain on very hot days to prevent children from playing in it	1.97
112	1.21	having to pick my child up late when the children go on a field trip	1.53
113	1.21	my child's teacher hurting my child physically (punching, pulling hair)	2.29
114	1.18	my child being taught a religion at the center that differs from my own	2.35
115	1.15	when a center raises its rates without giving me early notice	1.89
116	1.14	the bus driver dropping my children off several blocks away from home	1.76
117	1.14	my young child's nursery class being located in the damp basement causing her to have a cold	2.05
118	1.12	my center's staff leaving open pins in my child's diapers	1.69
119	1.09	the center not giving my child the food I bring for them	1.55
120	1.08	my center making my child drink sour milk	2.54
121	1.05	my center serving spoiled food to my children	2.50
122	1.00	my center's staff not changing my child's diapers as frequently as they should	1.64

TABLE 8-3

A COMPARISON OF PARENTS' PROBLEMS (CENTER) INDICATING RANK AND MEANS BETWEEN PARENTS AND SPECIALISTS

Parents Rank		Specialists Rank		
Conc.	Freq.	Conc.	Freq.	Problem Statement
1 (4.27)	2 (3.94)	13 (4.27)	2 (3.94)	having to go down to the Welfare Office to sign so many papers to be discontinued or reinstated in the programs
2 (4.11)	1 (3.98)	17 (4.11)	1 (3.98)	the need to make the program better known to the public
3 (4.02)	5 (3.67)	18 (4.02)	5 (3.67)	the day of work I had to miss to go down to the Welfare Office to sign up for the program
4 (3.94)	4 (3.81)	44 (3.63)	109 (2.00)	having to go down to the Welfare Department every six months to show how much I make waiting for someone to talk to me
5 (3.89)	3 (3.88)	23 (3.89)	3 (3.87)	having to fill out so many of the same forms to receive different services from the Welfare Department
6 (3.71)	21 (2.34)	35 (3.71)	77 (2.34)	getting a pay raise which would make me not eligible for the day-care program

Parents Rank		Specialists Rank		
Conc.	Freq.	Conc.	Freq.	Problem Statement
7 (3.70)	8 (3.27)	36 (3.70)	15 (3.27)	the difficulty I have when I try to get in touch with the Welfare Department
8 (3.59)	7 (3.28)	45 (3.59)	106 (2.02)	the Welfare Department having inconvenient hours which makes it difficult to sign up for the program
9 (3.56)	9 (3.23)	51 (3.56)	17 (3.23)	I do not know what training programs are available to me
10 (3.56)	10 (3.09)	50 (3.56)	20 (3.09)	when I try to get information from the Welfare Office by telephone they appear to be confused in not knowing how to get the information I need
11 (3.50)	11 (2.98)	52 (3.50)	26 (2.98)	the lack of clarity as far as welfare policies are concerned
12 (3.49)	12 (2.78)	57 (3.49)	36 (2.78)	not all day care centers taking welfare children
13 (3.33)	17 (2.49)	14 (4.14)	6 (3.57)	the government providing enough money for the teachers to receive a decent salary
14 (3.30)	19 (2.41)	71 (3.25)	82 (2.25)	my child being pushed around by the older children at the center
15 (3.28)	15 (2.65)	56 (3.50)	9 (3.38)	the lack of parent involvement at center
16 (3.26)	16 (2.51)	42 (3.63)	27 (2.88)	my center meeting the needs of my special child

Parents Rank		Specialists Rank		
conc.	Freq.	Conc.	Freq.	Problem Statement
17 (3.25)	34 (2.04)	68 (3.25)	104 (2.04)	the effects that forced busing would have on my child's getting to and from the day care before and after school
18 (3.16)	22 (2.29)	69 (3.25)	63 (2.50)	the center bus not running on schedule to pick my child up
19 (3.14)	30 (2.20)	27 (3.86)	35 (2.86)	inspectors warning centers by making announced visits allowing the center to cover up problems
20 (3.10)	14 (2.70)	78 (3.11)	45 (2.70)	having a job where I can spend more time with my children
21 (3.09)	18 (2.46)	95 (2.86)	54 (2.57)	my child losing her clothes at the center
22 (3.05)	13 (2.70)	107 (2.63)	51 (2.63)	the government providing more funds so my center can take my children on more trips
23 (3.03)	31 (2.14)	120 (1.88)	28 (2.88)	my center not having a nurse available at all times
24 (3.02)	37 (2.02)	80 (3.02)	103 (2.10)	the Welfare Department terminating my child's medical service without telling me beforehand
25 (3.02)	6 (3.33)	79 (3.03)	10 (3.32)	the way the Welfare Office requires proof of my work schedule and not taking my word
26 (2.98)	43 (1.97)	24 (3.88)	87 (2.25)	my center's teaching staff fast tempers in disciplinary matters

Parents Rank Conc.	Parents Rank Freq.	Specialists Rank Conc.	Specialists Rank Freq.	Problem Statement
27 (2.95)	24 (2.26)	37 (3.63)	16 (3.25)	my center not telling me the type of educational program they offer
28 (2.95)	26 (2.24)	87 (2.96)	88 (2.24)	being able to place my child where I want and with whom I want without being reprimanded by the Welfare Office
30 (2.93)	33 (2.10)	88 (2.93)	102 (2.10)	my child being exposed to disease by other children
31 (2.89)	42 (1.98)	93 (2.88)	49 (2.63)	my child's clothing being stolen at the center
32 (2.86)	25 (2.24)	77 (3.13)	60 (2.50)	the center having unappetizing menus
33 (2.83)	71 (1.67)	40 (3.63)	92 (2.13)	my child's center not being clean
34 (2.81)	102 (1.49)	25 (3.88)	117 (1.75)	the center allowing teachers to use unusual punishments (for example, making my child hold his arms up and stand on one foot until it hurts)
35 (2.80)	28 (2.23)	115 (2.25)	64 (2.50)	my pre-school child picking up bad habits (cursing, etc.) at the center
36 (2.79)	62 (1.71)	73 (3.13)	48 (2.63)	the center not having an additional person to act as an authorized agent when an emergency arises with my child

Parents Rank Conc.	Parents Rank Freq.	Specialists Rank Conc.	Specialists Rank Freq.	Problem Statement
37 (2.78)	47 (1.84)	62 (3.38)	110 (2.00)	my child being slapped by another child on an unsupervised center bus
38 (2.73)	27 (2.23)	100 (2.75)	97 (2.13)	my child being teased by the other children at the center
39 (2.73)	66 (1.70)	29 (3.75)	100 (2.13)	the center does not notify me when my child has been hurt
40 (2.72)	36 (2.02)	103 (2.72)	105 (2.02)	the rules and regulations of the program being very unclear and inconsistent
41 (2.69)	29 (2.21)	104 (2.69)	89 (2.21)	needing to give my children money to take on field trips
42 (2.64)	45 (1.87)	101 (2.75)	74 (2.38)	having the center provide more field trips for my children
43 (2.63)	46 (1.84)	82 (3.00)	61 (2.50)	my center not calling me about my child fighting with other children
44 (2.62)	32 (2.10)	122 (1.00)	122 (1.00)	the Welfare Department losing important papers
45 (2.62)	20 (2.39)	96 (2.86)	33 (2.86)	my child being hungry when I pick her up at the center
46 (2.60)	35 (2.02)	47 (3.57)	114 (1.86)	the teachers not being able to spank the children when they misbehave

Parents Rank		Specialists Rank		
Conc.	Freq.	Conc.	Freq.	Problem Statement
47 (2.58)	41 (2.00)	74 (3.13)	76 (2.38)	the center needs to help my child adjust more easily when they first enter
48 (2.58)	60 (1.74)	114 (2.25)	47 (2.63)	my center not spanking my child when I feel he needs it at the center
49 (2.54)	55 (1.77)	4 (2.54)	116 (1.77)	comparison of home care providers to day care centers
50 (2.54)	130 (1.08)	53 (3.50)	120 (1.50)	my center making my child drink sour milk
51 (2.53)	78 (1.61)	3 (4.57)	80 (2.29)	my child being physically attacked by the other children at my center
52 (2.52)	64 (1.70)	70 (3.25)	62 (2.50)	Welfare Office does not give me a choice so that I can choose a center for my child
53 (2.50)	89 (1.50)	75 (3.13)	99 (2.13)	the teacher's not giving my child his medicine at the time I requested
54 (2.50)	49 (1.83)	72 (3.14)	78 (3.29)	the center's program not providing my children with individual instruction
55 (2.50)	131 (1.05)	43 (3.63)	118 (1.63)	my center serving spoiled food to my children
56 (2.49)	44 (1.87)	106 (2.63)	59 (2.50)	that the center does not provide part-time babysitting services for my children before and after school

Parents Rank		Specialists Rank		
Conc.	Freq.	Conc.	Freq.	Problem Statement
57 (2.49)	100 (1.49)	76 (3.13)	85 (2.25)	not knowing if it is true when my child tells me he has been spanked at his center
58 (2.48)	53 (1.80)	32 (3.71)	8 (3.43)	the lack of communication between me and my center's teachers
59 (2.46)	87 (1.51)	38 (3.63)	112 (2.00)	the center's old vehicle being both undependable (breaking down) and dangerous
60 (2.44)	63 (1.70)	54 (3.50)	66 (2.50)	the center bus dropping my children off early when I'm not at home
61 (2.44)	70 (1.67)	16 (4.14)	71 (2.43)	my children not being happy at my center
62 (2.41)	58 (1.75)	33 (3.71)	13 (3.29)	my child's teacher does not teach more school skills
63 (2.40)	59 (1.74)	102 (2.75)	81 (2.25)	my children's teacher blaming them for things they didn't do
64 (2.39)	50 (1.80)	39 (3.63)	52 (2.63)	that the center does not help my shy child to adjust
65 (2.38)	61 (1.71)	6 (4.43)	7 (3.57)	my child's center needing more teachers to care for such a large number of children
66 (2.38)	76 (1.65)	89 (2.88)	98 (2.13)	the Welfare Department checking to see if the center is charging them when my children aren't attending

Parents Rank		Specialists Rank		
Conc.	Freq.	Conc.	Freq.	Problem Statement
67 (2.38)	114 (1.32)	7 (4.43)	72 (2.43)	my child being severely injured by another child at my center
68 (2.37)	39 (2.00)	113 (2.37)	107 (2.00)	my child having a bad temper
69 (2.37)	109 (1.36)	26 (3.86)	22 (3.00)	that I do not know what my child is eating at the center
70 (2.35)	124 (1.18)	90 (2.88)	95 (2.13)	my child being taught a religion at the center that differs from my own
71 (2.31)	56 (1.76)	30 (3.71)	41 (2.71)	the physical space of my center being too limited
72 (2.31)	113 (1.32)	5 (4.51)	91 (2.14)	my child being spanked by the teachers without my permission
73 (2.30)	119 (1.23)	8 (4.43)	90 (2.14)	teachers putting my child in a dark box as a form of discipline
74 (2.29)	123 (1.21)	2 (4.71)	115 (1.86)	my child's teacher hurting my child physically (punching, pulling hair)
75 (2.27)	81 (1.57)	111 (2.43)	43 (2.71)	having to pay the late charge at my center because I have to work overtime
76 (2.26)	67 (1.69)	9 (4.43)	14 (3.29)	too many children transported on the center's bus

Parents Rank		Specialists Rank		
Conc.	Freq.	Conc.	Freq.	Problem Statement
77 (2.25)	73 (1.66)	84 (3.00)	21 (3.00)	having the center open on weekends
78 (2.24)	38 (2.00)	108 (2.57)	29 (2.86)	the center serving powdered milk to my children
79 (2.22)	75 (1.65)	91 (2.88)	94 (2.13)	my center unfairly disciplining my child's whole class for the actions of a couple of children
80 (2.22)	74 (1.65)	92 (2.88)	93 (2.13)	my center unfairly disciplining my child's whole class for the actions of a couple of children
81 (2.21)	68 (1.68)	105 (2.63)	75 (2.38)	my center not following the posted menu
82 (2.21)	84 (1.54)	83 (3.00)	73 (2.38)	my child's teacher appears immature (too young) to care for my child
83 (2.20)	117 (1.26)	28 (3.86)	31 (2.86)	how to put my child in a new classroom when his teacher doesn't like him
84 (2.20)	48 (1.83)	31 (3.71)	11 (3.29)	not knowing the type of program the center offers
85 (2.20)	77 (1.62)	63 (3.38)	86 (2.25)	my five year old child developing temper tantrums which she is picking up at her center

Parents Rank		Specialists Rank		
Conc.	Freq.	Conc.	Freq.	Problem Statement
86 (2.16)	65 (1.70)	109 (2.50)	84 (2.25)	center picks up my children too early
87 (2.16)	57 (1.75)	58 (3.43)	34 (2.86)	my center bus picking my child up too early
88 (2.16)	82 (1.56)	97 (2.86)	56 (2.57)	my having to take time off from work to pick my child up and take him home because of a slight cold
89 (2.13)	106 (1.43)	86 (3.00)	46 (2.63)	my child not being fed when he/she is only at the center for part of the day
90 (2.09)	103 (1.48)	34 (3.71)	40 (2.71)	my child's teacher does not supervise the washing of hands and face after eating and playing
91 (2.07)	115 (1.31)	21 (4.00)	57 (2.57)	the safety of my children when they get off and on the bus
92 (2.05)	79 (1.60)	55 (3.50)	50 (2.63)	the fact that I do not like the type of program going on in my child's center
93 (2.05)	127 (1.14)	66 (3.25)	108 (2.00)	my young child's nursery class being located in the damp basement causing her to have a cold
94 (2.04)	51 (1.80)	20 (4.00)	24 (3.00)	there not being a parent group in my center

Parents Rank Conc.	Parents Rank Freq.	Specialists Rank Conc.	Specialists Rank Freq.	Problem Statement
95 (2.03)	40 (2.00)	112 (2.38)	83 (2.25)	my center allows my child to get too dirty when playing
96 (2.00)	72 (1.66)	99 (2.75)	96 (2.13)	the center closing too early to allow me to get there in time to pick up my child
97 (1.98)	88 (1.50)	110 (2.50)	111 (2.00)	the center open later than 6:00 p.m.
98 (1.97)	121 (1.22)	41 (2.63)	113 (1.80)	my center shutting off the water fountain on very hot days to prevent children from playing in it
99 (1.96)	52 (1.80)	11 (4.29)	4 (3.71)	the lack of male teachers in my center
100 (1.95)	80 (1.57)	119 (1.95)	119 (1.58)	finding a provider or center to take all four of my children
101 (1.93)	85 (1.53)	59 (3.43)	39 (2.71)	the center only evaluating my child every six months
102 (1.93)	105 (1.44)	85 (3.00)	69 (2.43)	my Welfare Office terminating my twelve year old child from center care
103 (1.90)	110 (1.35)	60 (3.43)	12 (3.29)	center not providing tutors for my school-age children who need academic help
104 (1.89)	125 (1.15)	67 (3.29)	68 (2.43)	when a center raises its rates without giving me early notice

Parents Rank Conc.	Parents Rank Freq.	Specialists Rank Conc.	Specialists Rank Freq.	Problem Statement
105 (1.89)	116 (1.30)	48 (3.57)	32 (2.86)	my center does not teach my child to clean up after eating
106 (1.86)	83 (1.55)	64 (3.29)	53 (2.57)	center being open earlier because I have to be at work early
107 (1.85)	69 (1.67)	49 (3.57)	18 (3.14)	my center placing too much time and emphasis on play activities
108 (1.82)	107 (1.36)	61 (3.38)	37 (2.75)	my center does not have enough teachers in the two year old class
109 (1.82)	118 (1.23)	46 (3.57)	30 (2.86)	my child's teacher not allowing him to get enough fresh air
110 (1.82)	86 (1.51)	116 (2.25)	65 (2.50)	my center having an 18 month old age requirement to accept children
111 (1.80)	104 (1.47)	98 (2.86)	67 (2.43)	the way the teachers and social workers get together and talk and giggle among themselves
112 (1.76)	126 (1.14)	12 (4.29)	70 (2.43)	the bus driver dropping my children off several blocks away from home
113 (1.75)	111 (1.33)	65 (3.29)	38 (2.71)	my school age child is required to change centers during summer hours

Parents Rank Conc.	Parents Rank Freq.	Specialists Rank Conc.	Specialists Rank Freq.	Problem Statement
114 (1.74)	101 (1.49)	15 (4.14)	25 (3.00)	the center not informing me of the type of summer program being offered
115 (1.70)	54 (1.77)	1 (4.71)	19 (3.14)	my child becoming less obedient at home because of the disiplinary policy of the center
116 (1.70)	108 (1.36)	19 (4.00)	42 (2.71)	the evening program not providing dinner and a snack
117 (1.69)	128 (1.12)	22 (4.00)	101 (2.13)	my center's staff leaving open pins in my child's diapers
118 (1.64)	132 (1.00)	10 (4.29)	44 (2.71)	my center's staff not changing my child's diapers as frequently as they should
119 (1.55)	129 (1.09)	94 (2.86)	23 (3.00)	the center not giving my child the food I bring for them
120 (1.53)	122 (1.21)	117 (2.00)	55 (2.57)	having to pick my child up late when the children go on a field trip
121 (1.54)	112 (1.32)	81 (3.00)	79 (2.29)	that center does not provide parking facilities so I can drop off and pick up my child
122 (1.46)	120 (1.22)	121 (1.46)	121 (1.22)	the Welfare Department not considering me to be a full-time student even though the University did

Table 8-4
Parent Problems (Center) Related to FCWD Ranked on Concern and Frequency by Problem Means and broken down by Zone

Problem Rank (Means)		S.Side Zone 1 Rank (Means)		C.City Zone 2 Rank (Means)		Sub Zone 3 Rank (Means)		Mid-East Zone 4 Rank (Means)		W. Side Zone 5 Rank (Means)		Problem Statement
Conc.	-Freq.	Conc.	-Freq.	Conc.	-Freq.	Conc.	-Freq.	Conc.	-Freq.	Conc.	-Freq.	
1 4.27	2 3.94	1 4.00	1 4.00	6 4.25	6 3.75	1 4.43	2 4.14	2 4.25	4 3.79	1 4.31	1 4.08	having to go down to the Welfare office to sign so many papers to be discontinued or reinstated in the programs
2 4.11	1 3.98	2 3.60	3 3.40	7 4.25	4 4.13	2 4.14	3 4.14	4 4.15	1 4.08	2 4.15	2 3.92	the need to make the program better known to the public
3 4.02	5 3.67	9 3.00	9 3.00	1 4.88	1 4.25	3 4.14	1 4.18	3 4.17	5 3.64	6 3.67	8 3.39	the day of work I had to miss to go down to the Welfare Office to sign up for the program
4 3.94	4 3.81	3 3.46	2 3.64	2 4.80	9 2.67	4 3.94	4 4.13	1 4.32	3 3.97	9 3.40	5 3.74	having to go down to the Welfare Department every six months to show how much I make waiting for someone to talk to me
5 3.89	3 3.88	5 3.40	4 3.40	4 4.50	3 4.25	9 3.29	5 3.71	5 4.00	2 4.00	3 3.92	3 3.77	having to fill out so many of the same forms to receive different services from the Welfare Department
6 3.70	8 3.27	6 3.33	6 3.17	5 4.25	7 3.13	8 3.43	9 2.86	9 3.50	9 3.14	4 3.85	4 3.77	the difficulty I have when I try to get in touch with the Welfare Department
7 3.59	7 3.28	10 3.00	8 3.00	3 4.50	2 4.25	5 3.71	6 3.57	10 3.42	10 2.93	11 3.33	9 3.00	the Welfare Department having inconvenient hours which makes it difficult to sign up for the programs
8 3.56	9 3.09	12 2.83	10 2.67	8 4.00	8 2.88	6 3.57	10 2.71	8 3.58	8 3.15	7 3.58	6 3.54	when I try to get information from the Welfare Office by telephone they appear to be confused in not knowing how to get the informaion I need

Problem Rank (Means)		S.Side Zone 1 Rank (Means)		C.City Zone 2 Rank (Means)		Sub Zone 3 Rank (Means)		Mid-East Zone 4 Rank (Means)		W. Side Zone 5 Rank (Means)		Problem Statement
Conc.	-Freq.	Conc.	-Freq.	Conc.	-Freq.	Conc.	-Freq.	Conc.	-Freq.	Conc.	-Freq.	
9 3.50	10 2.98	4 3.40	5 3.20	9 3.50	12 3.50	7 3.57	7 3.14	6 3.91	7 3.39	13 3.08	11 2.70	the lack of clarity as far as welfare policies are concerned
10 3.33	11 2.49	7 3.17	7 3.17	11 3.25	11 2.57	16 2.53	13 2.20	12 3.33	17 2.00	5 3.73	10 2.82	the government providing enough money for the teachers to receive a decent salary
11 3.14	13 2.20	14 2.50	12 2.50	10 3.37	13 2.20	13 2.86	16 1.80	13 3.27	11 2.31	10 3.33	15 2.08	inspectors warning centers by making announced visits allowing the center to cover up problems
12 3.02	6 3.33	15 2.20	13 2.20	12 3.00	5 4.00	15 2.57	8 3.00	11 3.39	6 3.39	12 3.23	7 3.46	the way the Welfare Office requires proof of my work schedule and not taking my word
13 3.02	15 2.02	13 2.80	19 1.20	14 2.75	10 2.63	12 3.00	15 2.00	7 3.64	15 2.00	14 2.75	16 2.00	the Welfare Department terminating my child's medical service without telling me beforehand
14 2.95	12 2.24	8 3.00	11 2.60	15 2.75	14 2.13	11 3.00	14 2.00	14 3.25	14 2.08	15 2.75	12 2.46	being able to place my child where I want and with whom I want without being reprimanded by the Welfare Office
15 2.72	16 2.02	16 2.17	16 1.50	13 2.88	16 2.00	14 2.71	11 2.50	18 2.17	18 1.85	17 2.46	14 2.23	the rules and regulations of the program being very unclear and inconsistent
16 2.62	14 2.10	19 1.83	18 1.33	17 2.38	15 2.00	10 3.14	12 2.29	16 2.83	12 2.21	16 2.67	13 2.31	the Welfare Department losing important papers
17 2.52	17 1.70	11 2.92	14 1.82	18 2.20	17 1.80	20 1.00	18 1.00	17 2.56	16 2.00	8 3.50	4 1.00	Welfare Office does not give me a choice so that I can choose a center for my child
18 2.38	18 1.65	17 2.09	15 1.58	16 2.60	19 1.40	19 1.00	20 1.00	15 3.07	13 2.13	20 2.00	20 1.00	the Welfare Department checking to see if the center is charging them when my children aren't attending

Problem Rank (Means) Conc.	-Freq.	S.Side Zone 1 Rank (Means) Conc.	-Freq.	C.City Zone 2 Rank (Means) Conc.	-Freq.	Sub Zone 3 Rank (Means) Conc.	-Freq.	Mid-East Zone 4 Rank (Means) Conc.	-Freq.	. Side Zone 5 Rank (Means) Conc.	-Freq.	Problem Statement
19 1.93	19 1.44	18 2.00	17 1.40	20 1.57	18 1.67	21 1.00	19 1.00	19 2.09	21 1.25	18 2.55	17 1.89	my Welfare Office terminating my year old child from center care
20 1.75	20 1.33	20 1.33	20 1.00	19 1.63	20 1.14	18 1.00	21 1.00	20 1.90	20 1.39	19 2.23	18 1.70	my school age child is required to change centers during summer hours
21 1.46	21 1.22	21 1.00	21 1.00	21 1.00	21 1.00	17 1.57	17 1.17	21 1.80	19 1.50	21 1.54	19 1.17	the Welfare Department not considering me to be a full-time student even though the University did

4.06-3.85 Grand Mean

TABLE 8-5
Parent Problems (Center) Related to General Day Care Problems
Ranked on Concern and Frequency
by Problem Means and Broken Down by Zone

Problem Rank (means)		S. Side Zone 1 Rank (means)		C. City Zone 2 Rank (means)		Sub Zone 3 Rank (means)		Mid-East Zone 4 Rank (means)		W. Side Zone 5 Rank (means)		Problem Statement
Conc	Freq	Conc	Freq	Conc	Freq	Conc	Freq	Conc	Freq	Conc	Freq	
1 3.71	5 2.34	1 4.17	1 2.83	3 3.63	7 1.88	1 4.14	5 2.43	3 3.83	5 2.15	5 3.17	4 2.54	getting a pay raise which would make me not eligible for the day-care program.
2 3.56	1 3.23	9 2.25	3 2.50	1 3.63	3 2.57	5 3.43	1 3.43	1 4.08	1 3.69	3 3.50	1 3.23	I do not know what training programs are available to me.
3 3.49	2 2.78	5 2.33	6 2.00	2 3.63	5 2.00	2 4.14	3 3.17	2 3.92	2 3.31	4 3.17	2 2.85	not all day care centers taking welfare children.
4 3.28	4 2.65	3 3.00	4 2.42	5 3.00	1 2.75	6 2.60	4 3.00	4 3.56	4 2.75	1 4.33	5 2.33	the lack of parent involvement at center.
5 3.10	3 2.70	2 3.17	2 2.50	6 2.50	6 2.00	3 3.67	2 3.17	5 3.31	3 2.92	6 3.00	3 2.77	having a job where I can spend more time with my children.
6 2.54	8 1.77	11 1.67	8 1.67	8 2.14	10 1.43	4 3.57	6 2.17	6 3.27	7 1.92	10 1.92	8 1.70	comparison of home care providers to day care centers.
7 2.49	6 1.87	4 2.64	9 1.67	4 3.00	2 2.60	10 1.00	10 1.00	10 2.20	6 2.00	2 4.00	6 2.33	that the center does not provide parttime babysitting services for my children before and after school.
8 2.16	10 1.56	6 2.50	7 1.67	9 1.75	11 1.25	7 1.86	7 1.57	7 2.75	10 1.64	11 1.83	11 1.62	my having to take time off from work to pick my child up and take him home because of a slight cold.
9 2.04	7 1.80	7 2.50	5 2.33	10 1.57	8 1.57	11 1.00	11 1.00	8 2.58	8 1.85	7 2.15	7 2.08	there not being a parent group in my center
10 1.95	9 1.57	8 2.40	10 1.60	11 1.57	9 1.57	9 1.29	9 1.29	9 2.50	9 1.67	9 1.92	10 1.62	finding a provider or center to take all four of my children.
11 1.82	11 1.51	10 1.80	11 1.55	7 2.20	4 2.33	8 1.40	8 1.40	11 1.79	11 1.31	8 2.00	9 1.67	my center having an 18-month old age requirement to accept children.
3.42	2.74	grand mean										

TABLE 8-6

Parent Problems (Center) Related to Children's Social-Emotional Needs
Ranked on Concern and Frequency
By Problem (means) and broken down by Zone

Problem Rank (means)		S. Side Zone 1 Rank (means)		C City Zone 2 Rank (means)		Sub Zone 3 Rank (means)		Mid-East Zone 4 Rank (means)		W. Side Zone 5 Rank (means)		Problem Statement
Conc	Freq	Conc	Freq	Conc	Freq	Conc	Freq	Conc	Freq	Conc	Freq	
1	2	1	3	1	1	3	4	4	1	3	4	
2.58	2.00	2.82	1.83	3.50	2.75	1.20	1.20	2.50	2.36	3.00	1.33	the center needs to help my child adjust more easily when they first enter.
2	4	5	4	2	3	2	5	1	3	5	3	
2.44	1.67	1.40	1.50	3.00	2.00	1.57	1.00	3.25	2.00	2.23	1.54	my children not being happy at my center.
3	3	4	2	3	2	5	2	3	4	1	2	
2.39	1.80	2.09	1.83	3.00	2.20	1.00	1.40	2.57	1.79	3.50	1.67	that the center does not help my shy child to adjust.
4	1	3	5	5	4	1	1	2	2	4	5	
2.37	2.00	2.33	1.33	1.63	1.38	2.71	2.57	2.58	2.07	2.46	2.31	my child having a bad temper.
5	5	2	1	4	5	4	3	5	5	2	1	
2.20	1.62	2.67	1.91	1.80	1.00	1.20	1.20	2.07	1.77	3.00	1.67	my five-year old child developing temper tantrums which she is picking up at her center.
2.93	1.81											

Table 8-7

Parent's Problems (Center)
Related to Schedules and Transportation
Ranked on Concern and Frequency
by Problem Means and Broken Down by Zone

Problem Rank (Means)		S.Side Zone 1 Rank (Means)		C.City Zone 2 Rank (Means)		Sub Zone 3 Rank (Means)		Mid-East Zone 4 Rank (Means)		W. Side Zone 5 Rank (Means)		
Conc.	-Freq.	Conc.	-Freq.	Conc.	-Freq.	Conc.	-Freq.	Conc.	-Freq.	Conc.	-Freq.	Problem Statement
1 3.25	3 2.04	1 4.17	1 3.20	5 2.43	10 1.00	4 2.00	2 2.00	1 3.58	6 2.00	2 3.67	4 2.23	the effects that forced busing would have on my child's getting to and from the day care before and after school
2 3.16	1 2.29	3 2.80	2 2.09	3 2.60	5 1.80	2 2.20	3 2.00	2 3.50	1 2.50	1 4.75	1 3.33	the center bus not running on schedule to pick my child up
3 2.46	12 1.51	2 2.92	10 1.27	16 1.20	14 1.00	16 1.00	16 1.00	4 2.73	10 1.69	4 3.50	2 2.75	the center's old vehicle being both undependable [breaking down] and dangerous
4 2.44	5 1.70	4 2.70	3 1.91	11 1.80	11 1.00	6 1.80	5 1.60	7 2.44	7 1.93	3 3.67	5 1.00	the center bus dropping my children off early when I'm not at home
5 2.27	10 1.57	16 1.00	12 1.00	6 2.25	6 1.50	3 2.14	4 1.86	6 2.50	11 1.36	5 2.82	5 2.00	having to pay the late charge at my center because I have to work overtime
6 2.26	7 1.69	10 2.00	6 1.50	4 2.50	3 2.00	10 1.29	11 1.00	3 3.08	2 2.23	12 1.92	13 1.27	too many children transported on the center's bus
7 2.25	9 1.66	11 1.83	9 1.33	15 1.50	13 1.00	1 2.86	1 2.86	9 2.42	12 1.29	8 2.46	6 2.00	having the center open on weekends
8 2.16	6 1.70	8 2.00	13 1.00	9 2.00	2 2.00	5 1.60	9 1.40	11 2.33	3 2.14	6 2.75	3 2.33	center picks up my children too early
9 2.16	4 1.75	7 2.00	14 1.00	7 2.25	1 2.29	13 1.00	10 1.00	5 2.62	4 2.08	10 2.25	8 1.73	my center bus picking my child up too early
10 2.07	15 1.31	9 2.00	8 1.50	1 2.63	4 1.88	11 1.00	12 1.00	8 2.42	15 1.07	13 1.92	12 1.31	the safety of my children when they get off and on the bus

Problem Rank (Means) Conc.-Freq.		S. Side Zone 1 Rank (Means) Conc.-Freq.		C. City Zone 2 Rank (Means) Conc.-Freq.		Sub Zone 3 Rank (Means) Conc.-Freq.		Mid-East Zone 4 Rank (Means) Conc.-Freq.		W. Side Zone 5 Rank (Means) Conc.-Freq.		Problem Statement
11 2.00	8 1.66	5 2.27	5 1.75	2 2.60	8 1.40	12 1.00	14 1.00	15 1.81	8 1.88	7 2.50	10 1.67	the center closing too early to allow me to get there in time to pick up my child
12 1.98	13 1.50	6 2.09	11 1.08	10 1.80	15 1.00	9 1.40	8 1.40	12 2.06	5 2.06	9 2.25	14 1.00	the center open later than 6:00 P.M.
13 1.86	11 1.55	12 1.60	4 1.80	12 1.62	12 1.00	7 1.57	6 1.57	13 2.00	9 1.71	11 2.17	11 1.62	center being open earlier because I have to be at work early
14 1.76	16 1.14	13 1.50	7 1.50	8 2.00	7 1.50	14 1.00	13 1.00	10 2.36	16 1.00	16 1.54	16 1.00	the bus driver dropping my children off several blocks away from home
15 1.54	14 1.32	15 1.33	16 1.00	13 1.50	16 1.00	8 1.50	7 1.50	16 1.67	13 1.14	15 1.58	7 1.77	that center does not provide parking facilities so I can drop off and pick up my child
16 1.53	2 1.21	14 1.33	15 1.00	14 1.50	9 1.12	15 1.00	15 1.00	14 1.83	14 1.07	14 1.67	9 1.67	having to pick my child up late when the children go on a field trip
2.91	1.81	Grand Mean										

TABLE 8-8
Parent Problems (Center) Related to Peer-Peer Conflict
Ranked on Concern and Frequency
by Problem Means and broken down by Zone

Problem Rank (means)		S. Side Zone 1 Rank (means)		C. City Zone 2 Rank (means)		Sub Zone 3 Rank (means)		Mid-East Zone 4 Rank (means)		W. Side Zone 5 Rank (means)		Problem Statement
Conc -	Freq	Conc -	Freq	Conc -	Freq	Conc -	Freq	Conc -	Freq	Conc -	Freq	
1 3.30	1 2.41	1 3.18	1 2.27	2 4.00	2 2.60	5 1.50	3 1.50	1 3.69	1 2.75	4 3.00	4 2.00	my child being pushed around by the older children at the center.
2 2.93	3 2.10	2 2.83	3 1.83	5 2.88	3 2.00	1 3.43	1 2.57	2 2.92	5 1.64	5 2.75	1 2.54	my child being exposed to disease by other children.
3 2.78	4 1.84	3 2.64	4 1.82	4 3.00	6 1.40	4 1.80	5 1.40	3 2.88	4 2.14	1 2.75	3 2.00	my child being slapped by another child on an unsupervised center bus.
4 2.73	2 2.23	5 2.55	2 1.92	1 4.20	1 3.20	7 1.20	6 1.20	7 2.69	2 2.47	2 3.50	2 2.33	my child being teased by the other children at the center.
5 2.63	5 1.84	4 2.55	5 1.75	3 3.40	4 1.80	6 1.40	7 1.00	6 2.73	3 2.21	3 3.00	6 1.67	my center not calling me about my child fighting with other children.
6 2.53	6 1.61	6 1.80	6 1.60	6 2.75	5 1.50	2 2.57	4 1.43	4 2.83	6 1.57	6 2.39	5 1.85	my child being physically attacked by the other children at my center.
7 2.38	7 1.32	7 1.80	7 1.40	7 2.50	7 1.38	3 2.57	2 1.57	5 2.83	7 1.43	7 2.00	7 1.30	my child being severely injured by another child at my center.
2.89	2.08	grand mean										

Table 8-9

Parent's Problems (Center) Related to Criticism of the Center
Ranked on Concern and Frequency
by Problem Means and Broken Down by Zone

Problem Rank (Means)		S. Side Zone 1 Rank (Means)		C.City Zone 2 Rank (Means)		Sub Zone 3 Rank (Means)		Mid-East Zone 4 Rank (Means)		W. Side Zone 5 Rank (Means)		Problem Statement
Conc.	Freq.	Conc.	Freq.	Conc.	Freq.	Conc.	Freq.	Conc.	Freq.	Conc.	Freq.	
1 3.26	1 2.51	2 3.00	4 2.20	3 3.50	1 3.00	25 1.00	34 1.00	1 3.73	1 3.14	1 4.75	4 2.50	my center meeting the needs of my special child
2 3.09	2 2.46	1 3.67	1 3.33	1 3.75	2 2.88	1 3.00	5 2.14	7 3.17	5 2.36	16 2.33	6 2.08	my child losing her clothes at the center
3 3.03	4 2.14	3 3.00	3 2.22	6 3.00	4 2.40	6 2.20	15 1.40	3 3.50	3 2.47	12 2.50	26 1.00	my center not having a nurse available at all times
4 2.89	6 1.98	4 2.82	6 1.92	17 2.33	30 1.00	18 1.40	12 1.40	2 3.50	4 2.44	4 3.25	2 2.67	my child's clothing being stolen at the center
5 2.83	17 1.67	6 2.82	30 1.00	2 3.60	19 1.60	24 1.00	23 1.00	8 3.13	2 2.64	7 3.00	25 1.00	my child's center not being clean
6 2.80	3 2.23	24 1.83	8 1.67	8 2.75	5 2.38	5 2.43	7 2.00	6 3.17	12 2.00	5 3.17	1 2.77	my pre-school child picking up bad habits [cursing, etc.] at the center
7 2.79	14 1.71	7 2.70	9 1.55	5 3.00	31 1.00	22 1.20	16 1.20	5 3.27	7 2.33	9 3.00	27 1.00	the center not having an additional person to act as an authorized agent when an emergency arises with my child
8 2.73	15 1.70	5 2.82	29 1.00	7 2.80	10 2.00	26 1.00	19 1.00	11 2.88	6 2.33	3 3.50	13 1.67	the center does not notify me when my child has been hurt
9 2.50	8 1.83	10 2.50	7 1.67	9 2.75	11 2.00	3 2.71	6 2.00	16 2.58	16 1.85	20 2.15	11 1.67	the center's program not providing my children with individual instruction
10 2.50	20 1.50	12 2.20	23 1.09	15 2.50	27 1.00	20 1.40	13 1.40	10 2.93	9 2.07	8 3.00	28 1.00	the teacher's not giving my child his medicine at the time I requested

Problem Rank (Means)		S.Side Zone 1 Rank (Means)		C.City Zone 2 Rank (Means)		Sub Zone 3 Rank (Means)		Mid-East Zone 4 Rank (Means)		W.Side Zone 5 Rank (Means)		Problem Statement
Conc.	-Freq.	Conc.	-Freq.	Conc.	-Freq.	Conc.	-Freq.	Conc.	-Freq.	Conc.	-Freq.	
11 2.48	9 1.80	23 1.83	18 1.33	4 3.38	3 2.63	13 2.00	9 1.57	4 3.33	10 2.07	30 1.69	23 1.31	the lack of communication between me and my center's teachers
12 2.41	12 1.75	22 1.83	12 1.50	18 2.25	18 1.63	2 2.86	1 2.43	18 2.50	23 1.50	13 2.46	8 1.85	my child's teacher does not teach more school skills
13 2.38	13 1.71	21 1.83	17 1.40	13 2.57	12 1.86	14 1.71	20 1.00	9 3.00	11 2.00	18 2.30	9 1.77	my child's center needing more teachers to care for such a large number of children
14 2.35	30 1.18	8 2.67	25 1.00	16 2.33	26 1.00	29 1.00	28 1.00	27 2.13	28 1.33	2 4.00	12 1.67	my child being taught a religion at the center that differs from my own
15 2.31	11 1.76	15 2.00	19 1.33	24 2.00	21 1.50	7 2.00	11 1.43	15 2.58	8 2.08	11 2.58	7 2.00	the physical space of my center being too limited
16 2.21	18 1.54	18 2.00	10 1.50	32 1.67	6 2.25	32 1.00	17 1.00	12 2.87	14 1.93	19 2.25	29 1.00	my child's teacher appears immature [too young] to care for my child
17 2.20	27 1.26	11 2.33	26 1.00	19 2.25	16 1.63	15 1.67	21 1.00	14 2.58	31 1.21	22 2.00	20 1.31	how to put my child in a new classroom when his teacher doesn't like him
18 2.20	7 1.83	13 2.17	13 1.50	14 2.50	8 2.00	4 2.43	3 2.29	23 2.33	15 1.92	28 1.80	15 1.50	not knowing the type of program the center offers
19 2.09	22 1.48	32 1.00	32 1.00	10 2.63	9 2.00	12 2.14	10 1.50	19 2.42	21 1.54	23 1.92	22 1.31	my child's teacher does not supervise the washing of hands and face after eating and playing
20 2.05	32 1.14	9 2.55	14 1.41	12 2.60	32 1.00	28 1.00	31 1.00	34 1.57	33 1.00	6 3.00	33 1.00	my young child's nursery class being located in the damp basement causing her to have a cold

Problem Rank (Means) Conc.	-Freq.	S.Side Zone 1 Rank (Means) Conc.	-Freq.	C.City Zone 2 Rank (Means) Conc.	-Freq.	Sub Zone 3 Rank (Means) Conc.	-Freq.	Mid-East Zone 4 Rank (Means) Conc.	-Freq.	W.Side Zone 5 Rank (Means) Conc.	-Freq.	Problem Statement
21 2.03	5 2.00	14 2.08	2 2.27	22 2.00	15 1.80	19 1.40	14 1.40	25 2.20	13 1.94	21 2.00	3 2.50	my center allows my child to get too dirty when playing
22 1.97	29 1.22	26 1.80	22 1.09	21 2.00	28 1.00	30 1.00	29 1.00	30 1.84	22 1.50	17 2.31	31 1.00	my center shutting off the water fountain on very hot days to prevent xhildren from playing in it
23 1.96	10 1.80	33 1.00	28 1.00	23 2.00	13 1.86	9 1.86	4 2.17	31 1.83	20 1.57	10 2.58	5 2.15	the lack of male teachers in my center
24 1.93	19 1.53	25 1.80	15 1.40	30 1.75	17 1.63	10 2.14	22 1.00	20 2.36	19 1.67	33 1.58	10 1.69	the center only evaluating my child every six months
25 1.90	25 1.35	17 2.00	5 2.00	28 1.86	29 1.00	23 1.14	30 1.00	17 2.50	26 1.33	29 1.80	17 1.46	center not providing tutors for my school-age children who need academic help
26 1.89	26 1.30	30 1.17	20 1.17	26 1.88	23 1.38	8 1.86	25 1.00	24 2.25	29 1.29	24 1.92	16 1.46	my center does not teach my child to clean up after eating
27 1.89	31 1.15	31 1.00	24 1.00	29 1.75	25 1.25	16 1.57	27 1.00	13 2.64	32 1.15	25 1.92	24 1.23	when a center raises its rates without giving me early notice
28 1.85	16 1.67	27 1.67	11 1.50	20 2.00	14 1.86	11 2.14	2 2.29	33 1.68	24 1.39	26 1.85	14 1.62	my center placing too much time and emphasis on play activities
29 1.82	24 1.36	16 2.00	21 1.10	33 1.33	24 1.33	33 1.00	26 1.00	28 2.00	17 1.83	15 2.33	30 1.00	my center does not have enough teachers in the two-year-old class
30 1.82	28 1.23	20 1.83	27 1.00	27 1.88	22 1.38	21 1.29	24 1.00	21 2.33	30 1.29	32 1.62	21 1.31	my child's teacher not allowing him to get enough fresh air
31 1.80	23 1.47	28 1.40	16 1.40	11 2.63	7 2.13	27 1.00	18 1.00	32 1.83	25 1.36	27 1.83	18 1.46	the way the teachers and social workers get together and talk and giggle among themselves

Problem Rank (Means) Conc.	-Freq.	S.Side Zone 1 Rank (Means) Conc.	-Freq.	C.City Zone 2 Rank (Means) Conc.	-Freq.	Sub Zone 3 Rank (Means) Conc.	-Freq.	Mid-East Zone 4 Rank (Means) Conc.	-Freq.	W.Side Zone 5 Rank (Means) Conc.	-Freq.	Problem Statement
32 1.74	21 1.49	29 1.33	31 1.00	25 1.88	20 1.57	17 1.57	8 1.57	26 2.17	18 1.77	34 1.54	19 1.33	the center not informing me of the type of summer program being offered
33 1.69	33 1.12	19 1.89	33 1.00	34 1.00	33 1.00	34 1.00	32 1.00	29 1.92	27 1.33	14 2.33	32 1.00	my center's staff leaving open pins in my child's diapers
34 1.64	34 1.00	34 1.00	34 1.00	31 1.67	34 1.00	31 1.00	33 1.00	22 2.33	34 1.00	31 1.64	34 1.00	my center's staff not changing my child's diapers as frequently as they should

3.02--2.26 Grand Means

TABLE 8-10
Parent Problems (Center) Related to Program and Field Trips Ranked on Concern and Frequency by Problems Means and broken down by Zone

Problem Rank (means) Conc	Problem Rank (means) Freq	S. Side Zone 1 Rank (means) Conc	S. Side Zone 1 Rank (means) Freq	C. City Zone 2 Rank (means) Conc	C. City Zone 2 Rank (means) Freq	Sub Zone 3 Rank (means) Conc	Sub Zone 3 Rank (means) Freq	Mid-East Zone 4 Rank (means) Conc	Mid-East Zone 4 Rank (means) Freq	W. Side Zone 5 Rank (means) Conc	W. Side Zone 5 Rank (means) Freq	Problem Statement
1 3.05	1 2.70	4 2.64	1 2.25	4 2.40	1 2.75	2 1.80	2 1.80	1 4.06	1 3.53	4 2.50	2 1.67	the government providing more funds so my center can take my children on more trips.
2 2.95	2 2.26	1 3.25	3 1.91	1 2.80	2 2.17	3 1.80	3 1.80	3 3.00	3 2.43	1 3.50	1 3.67	my center not telling me the type of educational program they offer.
3 2.69	3 2.21	3 2.67	1 2.17	3 2.63	4 1.88	1 2.14	1 2.43	2 3.67	2 2.92	5 2.08	4 1.62	needing to give my children money to take on field trips.
4 2.64	4 1.87	2 2.83	5 1.46	2 2.80	3 2.00	4 1.60	4 1.60	4 2.81	4 2.27	2 2.50	3 1.67	having the center provide more field trips for my children.
5 2.05	5 1.60	5 2.36	4 1.75	5 1.50	5 1.50	5 1.00	5 1.00	5 2.20	5 1.86	3 2.50	5 1.00	the fact that I do not like the type of program going on in my child's center.
2.67	2.12	grand mean										

TABLE 8-11
Parents Problems (Center) Related to Food
Ranked on Concern and Frequency
by Problems Means and Broken Down by Zone

Problem Rank (means) Conc	Problem Rank (means) Freq	S. Side Zone 1 Rank (means) Conc	S. Side Zone 1 Rank (means) Freq	C. City Zone 2 Rank (means) Conc	C. City Zone 2 Rank (means) Freq	Sub Zone 3 Rank (means) Conc	Sub Zone 3 Rank (means) Freq	Mid-East Zone 4 Rank (means) Conc	Mid-East Zone 4 Rank (means) Freq	W. Side Zone 5 Rank (means) Conc	W. Side Zone 5 Rank (means) Freq	Problem Statement
1 2.95	2 2.27	8 2.17	7 1.50	6 2.20	5 1.60	1 2.80	1 2.60	1 3.75	2 2.81	6 3.00	1 3.00	my day care center not providing breakfast.
2 2.86	3 2.24	5 3.00	6 1.64	3 2.67	2 2.50	5 1.40	6 1.40	2 3.06	1 2.69	1 3.75	2 2.75	the center having unappetizing menus.
3 2.62	1 2.39	9 2.17	3 2.17	7 2.13	4 2.13	2 2.71	3 2.14	3 2.92	3 2.55	7 2.77	3 2.67	my child being hungry when I pick her up at the center.
4 2.54	10 1.08	1 3.36	9 1.25	4 2.60	11 1.00	9 1.00	11 1.00	9 2.29	11 1.00	4 3.00	11 1.00	my center making my child drink sour milk.
5 2.50	11 1.05	2 3.00	10 1.00	1 3.00	8 1.17	8 1.00	9 1.00	8 2.29	9 1.08	5 3.00	9 1.00	my center serving spoiled food to my children.
6 2.37	8 1.36	3 3.00	2 2.50	2 2.75	1 2.50	4 1.71	5 1.67	4 2.50	4 2.39	8 2.08	4 1.92	that I do not know what my child is eating at the center.
7 2.24	4 2.00	4 3.00	1 2.83	5 2.25	3 2.25	3 2.29	2 2.33	7 2.36	6 1.92	9 1.77	5 1.33	the center serving powdered milk to my children.
8 2.21	5 1.68	6 2.20	4 1.82	9 2.00	6 1.60	11 1.00	8 1.00	5 2.50	5 2.00	2 3.00	7 1.00	my center not following the posted menu.
9 2.13	6 1.43	10 2.00	8 1.41	8 2.00	10 1.00	10 1.00	10 1.00	6 2.40	7 1.79	3 3.00	8 1.00	my child not being fed when he/she is only at the center for part of the day.
10 1.70	7 1.36	7 2.20	5 1.80	10 1.50	9 1.00	6 1.33	4 1.67	10 2.00	8 1.55	11 1.58	6 1.08	the evening program not providing dinner and a snack.
11 1.55	9 1.09	11 1.66	11 1.00	11 1.25	7 1.25	7 1.29	7 1.29	11 1.80	10 1.00	10 1.64	10 1.00	the center not giving my child the food I bring for them.
2.69	2.11	grand mean										

Table 8-12

Parent Problems (Center) Related to Center's Discipline Ranked on Concern and Frequency by Problems Means and Broken Down by Zone

Problem Rank (means) Conc	Problem Rank (means) Freq	S. Side Zone 1 Rank (means) Conc	S. Side Zone 1 Rank (means) Freq	C. City Zone 2 Rank (means) Conc	C. City Zone 2 Rank (means) Freq	Sub Zone 3 Rank (means) Conc	Sub Zone 3 Rank (means) Freq	Mid-East Zone 4 Rank (means) Conc	Mid-East Zone 4 Rank (means) Freq	W. Side Zone 5 Rank (means) Conc	W. Side Zone 5 Rank (means) Freq	Problem Statement
1 2.98	2 1.97	2 2.82	3 1.67	2 3.50	8 1.75	9 1.00	11 1.00	1 3.44	1 2.67	3 3.50	5 1.67	my center's teaching staff having fast tempers in disciplinary matters.
2 2.81	8 1.49	1 3.33	4 1.46	11 2.17	12 1.33	10 1.00	8 1.00	8 2.67	6 1.79	1 5.00	7 1.33	the center allowing teachers to use unusual punishments (e.g., making my child hold his arms up and stand on one foot until it hurts).
3 2.60	1 2.02	3 2.67	1 2.67	10 2.37	11 1.57	1 2.29	1 2.00	6 2.83	9 1.46	4 2.67	1 2.54	the teachers not being able to spank the children when they misbehave.
4 2.58	5 1.74	4 2.50	5 1.46	9 2.40	5 1.80	12 1.00	10 1.00	2 3.19	2 2.33	5 2.50	12 1.00	my center not spanking my child when I feel he needs it at the center.
5 2.49	9 1.49	10 1.73	9 1.17	6 3.00	4 2.00	11 1.00	9 1.00	3 3.07	7 1.77	2 3.50	6 1.67	not knowing if it is true when my child tells me he has been spanked at his center.
6 2.40	4 1.74	6 2.10	8 1.27	1 3.60	1 2.60	8 1.20	6 1.20	9 2.60	3 2.07	8 2.33	8 1.33	my children's teacher blaming them for things they didn't do.
7 2.31	10 1.32	7 2.00	10 1.17	7 3.00	7 1.75	2 2.00	7 1.17	5 3.00	10 1.43	12 1.50	9 1.08	my child being spanked by the teachers without my permission.
8 2.30	11 1.23	5 2.33	11 1.00	8 2.63	10 1.63	5 1.67	12 1.00	4 3.00	11 1.36	10 1.67	10 1.08	teachers putting my child in a dark box as a form of discipline.
9 2.29	12 1.21	11 1.67	12 1.00	5 3.13	6 1.75	3 1.86	3 1.29	7 2.75	12 1.08	9 1.83	11 1.08	my child's teacher hruting my child physically (punching, pulling hair)

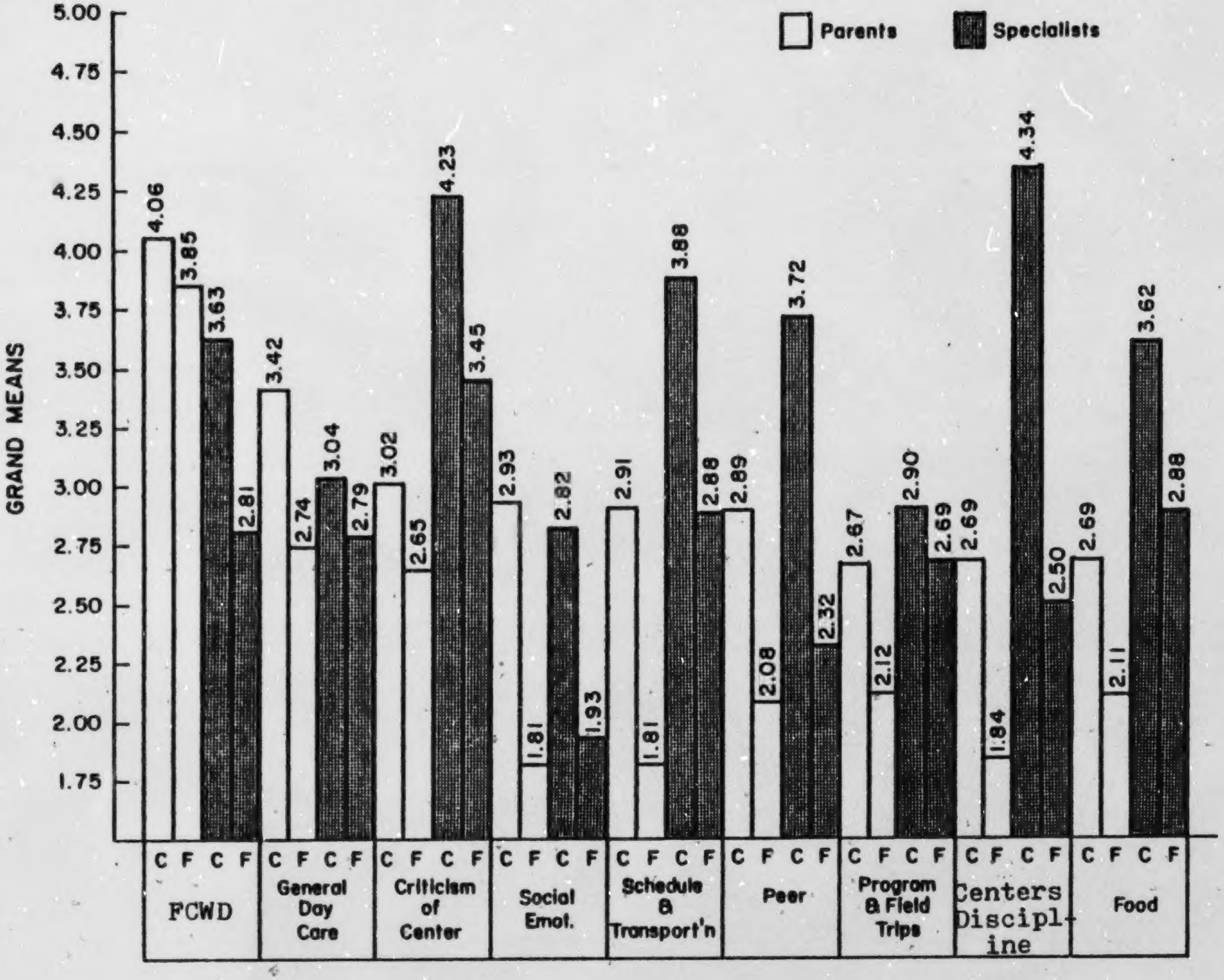
Problem Rank (means)		S. Side Zone 1 Rank (means)		C. City Zone 2 Rank (means)		Sub Zone 3 Rank (means)		Mid-East Zone 4 Rank (means)		W. Side Zone 5 Rank (means)		Problem Statement
Conc -	Freq	Conc -	Freq	Conc -	Freq	Conc -	Freq	Conc -	Freq	Conc -	Freq	
10	7	9	6	3	3	7	4	11	5	6	3	
2.22	1.65	1.90	1.36	3.25	2.25	1.20	1.20	2.47	1.86	2.33	1.67	my center unfairly disciplining my child's whole class for the actions of a couple of children.
12	3	12	2	12	9	4	2	12	8	11	2	
1.70	1.77	1.67	2.00	1.83	1.75	1.70	1.57	1.93	1.71	1.60	1.85	my child becoming less obedient at home because of the disciplinary policy of the center.

2.68 1.84 grand mean

TABLE 8-13

PARENTS' PROBLEMS (CENTER)

Ranked on Categories by Parent and Specialist



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CHAPTER 9, PARENTS' PROBLEMS (HP)

INTRODUCTION

The focus of this chapter is on the problems faced by and ranked by parents that use the Home Provider Day Care Service. Because we did not wish to ask parents any questions dealing with them little is known about the background of these parents with the exception that they would have had to have met the FCWD criteria for child care.

Tables

There are fourteen tables that follow which will permit the reader to make comparisons of rankings and means for each problem, make a comparison between the Parent and Specialist rating of these same problems, make category comparisons between Zones, and finally, by using the final graph (Table 9-14) a comparison of category ratings can be made between Parents (HP) and Specialists.

Parents' Problems, Concern, Frequency

Results

The tables 9-1 and 2 simply give the reader a list of all problems rated by Parents (HP) first by concern (Table 9-1) and then by frequency (Table 9-2). This

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list will permit the reader to turn back from the categories that follow to get a prospective on how any one question might compare to the total problems. What is of interest, however, is to note that 63 of the 73 problems under concern is ranked 2.50 or less, and under frequency all problems were ranked less than 2.72 on mean scores. This would suggest that the problems reported and ranked by Parents using the Home Provider service are not as intensely felt, and generally would suggest a positive approval of the service being provided for them by FCWD and the Home Providers.

A Comparison of Parents' Problems (HP) indicating Rank and Means between Parents and Specialists

Results

The data reported in Table 9-3 indicates for the most part those problems that were ranked high by Parents (HP) were not ranked high by Specialists. What is of interest here, therefore, is to note that they do generally agree and are ranked high, they are as follows:

Some providers being in the program just for the money.

Parents		Specialists	
Conc.	Freq.	Conc.	Freq.
9 (2.68)	71 (2.24)	10 (4.57)	34 (2.86)

Both Parents (HP) and Specialists feel that some Home Providers are "just in the job for the money". This would suggest that these Home Providers do not do a good job at caring for young children and do not fulfill their contract.

Recommendation

Those Home Providers that do not appear to be interested in providing good child care should be identified and their contracts terminated or they should be counseled to improve.

Not being able to meet the provider before my child goes to their home.

Parents		Specialists	
Conc.	Freq.	Conc.	Freq.
11 (2.56)	6 (2.26)	8 (4.57)	28 (3.00)

Recommendation

Both Parents (HP) and Specialists see a need to meet the Provider before the child is placed. The FCWD should investigate the possibilities of implementing such a procedure. This would especially be important for not only the parents "peace of mind" but the emotional security of the child that needs to make a transition from home and parent to Day Care and the Provider.

Having to reapply at the FCWD to get care for school-age children for each school vacation.

Parents		Specialists	
Conc.	Freq.	Conc.	Freq.
11	6	20	3
(2.56)	(2.26)	(4.29)	(3.86)

Recommendation

The FCWD policy of requiring parents of school age children to reapply for need care at each school vacation should be reviewed to see if policy could be changed to the satisfaction of Parent and Specialist.

Having to change Providers very often

Parents		Specialists	
Conc.	Freq.	Conc.	Freq.
15	34	7	32
(2.49)	(1.68)	(4.57)	(2.86)

Recommendation

Both Parents (HP) and Specialists are concerned about the need to change Home Providers often. This would suggest the need to determine why so many changes are needed and how this could be stopped. We know that repetative changes are very difficult for children to handle emotionally.

The Provider not telling me when there is a behavior problem with my children.

Parents		Specialists	
Conc.	Freq.	Conc.	Freq.
16 (2.44)	13 (2.00)	5 (4.57)	40 (2.71)

Recommendation

Both Parents (HP) and Specialists are concerned that Home Providers do not notify parents when their child is a behavior problem. The suggestion that a line of commu-ication or techniques to permit communication between Parent-Specialist and Provider be established.

General Child Care Problems

Results

Concern

The rankings under Concern on general child care problems do not indicate a great deal of variance among these problems. What is interesting is the extremely high mean on problems 1, 2, and 3 by Zone 4, Mid-East and on problem 1 again in Zone 1, South Side.

Interpretation

Possibly in Zones 4, Mid-East, and Zone 1, South Side, there is a greater turnover of home providers or these parents are moving and changing locations often.

Frequency

There is again little difference in Rank and means dealing with frequency of General Child Care Problems, except for Zone 4, Mid-East, and Zone 3, Suburban, which have given means of 3.75 and 3.77 to the problem, "there not being enough day care homes in my area".

Interpretation

This data would lead one to believe that the Zones Mid-East and Suburban need more home providers in their areas.

Recommendation

Because of the increased movement indicated by Demographics and high ranking by Parents, it appears that more HP spots are needed in some areas in Zone 4, Mid-East and Zone 3, Suburban.

Criticism of HP

Results

Concern

There appears to be much concern by HP on Problems:

Number 1 - "My provider being trained to educate my child rather than just having them play." This is true for all Zones with Zone 1, South Side, ranking this extremely high (3.67).

Number 2 - "Some providers being in the program just for the money," is a general concern to all Zones but ranked very high in Zone 4, Mid-East (3.00).

Recommendations

Those in charge of HP's might check to see if HP's in Zone 4, Mid-East are decidedly different from all the other HP's and are less committed to their children.

Number 3 - "The provider not telling me when there is a behavior problem with my child" was ranked high by Zone 1, South Side, and West Side, but still not extremely high on means.

The problems are many in this area (37) but most of them have been ranked with an extremely low ranking of 2.00 or less.

Interpretations

Although parents have abundant and minor criticisms this is of a low intensity, and would suggest that most parents are fairly satisfied with their HP's.

Frequency

The ranking under frequency as it related to Criticism ranked quite low and parallels the Concern rankings. The data does show that problems inferring that parents would like the HP to provide more "educational" or "instructional" experiences are ranked highest.

Recommendations

The readers might accept the parents suggestion and expand the role of the HP to include some beginning "skills" with children. What might be even more enriching for the children with HP's is to contract with libraries in each Zone to prepare a "book basket" for each HP which she could use in the home to read books to children that would be age appropriate. These books could be exchanged for fresh ones bi-weekly. Training could then be offered to show HPs how to use these books in dramatic form.

Transportation

Concern-Frequency

Problems related to transportation and HP shows a fairly low ranking on Concern and Frequency with the exception of the Zones 3, Suburban and, 4, Mid-East.

Interpretation

Transportation in the Suburban and Mid-East Zones appears to cause problems of much Concern. This is understandable because of the limited HP spots (previously indicated) requiring those parents in Suburban areas to drive the child into the city. No clear explanation can be given for the Mid-East Zone.

Feeding

Concern-Frequency

The very low means (below 2.50) would indicate the problems around "feeding" children by HPs do not seem to be of much concern to parents.

Interpretations

Parents are pleased by the feeding of their child by the HP.

FCWD

Concerns

In ranking problems dealing with FCWD the parents using HP appear to rank alike by all Zones except Zone 3, Suburban, which is decidedly different. This Zone is concerned about school vacation periods (Problem 4), termination of their child in the program (Problem 6), "HP keeping children more than 8 hours," (Problem 11) and "having all children placed in one home" (Problem 13). Although Zone 1, South Side and Zone 4, Mid-East ranked the problems in the same general order as others, their high means indicated that they feel these problems much more intensely in their Zone.

Frequency

The Frequency of these problems dealing with FCWD show great variance in the ranking among the Zones.

Recommendation

Each problem concerning the FCWD as a part of the HP service will need to be closely evaluated among the Zones to see why the frequency varies so greatly and how changes in these areas could be made to alleviate the problem.

A Comparison of Category Rankings between Parents (HP) and Specialists (graph)

The graph (Table 9-14) indicates a dramatic difference between the ranking of problems faced by parents using HP and the Specialist's perception of these same problems. Each of the categories consistently is nearly double or three times higher when ranked by the Specialists over the Parents scores. This is especially acute in the category of "Criticism of Home Provider" and "FCWD".

Interpretation

It would seem that parents appear to be somewhat satisfied with the service they receive from the HP while the Specialists feel that there are extreme problems which are quite frequent in this service. This is especially of interest since the Parents were the ones that originally identified these problems. Question: Do Specialists feel the HPs are doing a poor job? Do Specialists see more clearly what is happening to the child, while the parents do not? Or, is this a projection of the Specialists own feelings of job satisfaction?

Recommendation

This dramatic difference needs to be explored by Specialists and Staff. The problems ranked on Table 9-3 should serve as a basis for exploring the different perceptions between parents and specialists.

TABLE 9-1

PARENT'S PROBLEMS (HP) RANKED (MEANS) BY CONCERN

(includes Frequency)

Rank	Concern (Means)	Problem Statement	Frequency (Means)
Extremely			
1	3.74	what I will do if my provider leaves the program	2.48
2	3.62	having to find another person to care for my children when I am no longer eligible for the day care program, even if I agree to pay my old provider	2.28
3	3.14	getting my child to the provider's home when my car will not run	2.33
4	3.10	there not being enough day care homes in my area	2.72
5	3.05	having emergency home care provided for my child when I become ill	2.16
6	3.02	my provider being trained to educate my children rather than just having them play	2.50
7	2.77	being assigned a provider who lives too far away	1.87
8	2.71	transportation being provided to take my child to and from the provider's	2.05
9	2.68	some providers being in the program just for the money	2.24
10	2.56	not being able to meet the provider before my child goes to their home	1.73

Rank	Concern (Means)	Problem Statement	Frequency (Means)
11	2.56	having to reapply at the FCWD to get care for school age children for each school vacation	2.26
12	2.52	the expenses of taking my child to and from the provider's house	2.14
13	2.52	the provider having to attend a 6 week training program when I feel she is already qualified	2.10
14	2.51	being terminated after my child missed 5 consecutive days due to an illness	1.62
15	2.49	having to change providers very often	1.68
16	2.44	the provider not telling me when there is a behavior problem with my children	2.00
17	2.40	the provider not receiving reimbursement for the extra time my children are there	1.98
18	2.36	my children being spanked by the provider's friends or family	1.55
19	2.35	the provider not watching my young children when they are outside playing	1.78
20	2.35	the Welfare Department telling my provider not to spank my child even though I give permission	1.66
21	2.31	my provider not helping stimulating my child develop his language	2.01
22	2.29	having to take my daughter to the doctor for a physical when she already had one	1.82
23	2.24	not being able to find transportation for my infant so that I wouldn't have to carry her on the bus	1.98
24	2.20	my child not receiving a nutritious meal or snack at the provider's	1.68

Rank	Concern (Means)	Problem Statement	Frequency (Means)
25	2.20	there not being enough providers to take older children	1.90
26	2.20	my provider's appearing to not like my children	1.59
27	2.19	not having the name and telephone number of my provider's substitute	1.71
28	2.16	my children do not get enough to eat at the provider's home	1.65
29	2.15	the provider not teaching my children how to count	1.72
30	2.15	provider's asking children about their parent's personal life	1.60
31	2.15	having to help the provider pay for food costs because it takes so long for her to get reimbursed	1.39
32	2.13	my provider caring for too many young children, toddlers and preschoolers, at the same time	1.78
33	2.13	the provider not being able to discipline my preschool age children	1.70
34	2.12	my provider being upset when I am late picking up my child	1.67
35	2.09	my provider having to attend workshops at times she is supposed to be caring for my children	1.90
36	2.06	the provider not telling me about my preschool child's exploratory sex play	1.40
37	2.05	finding a provider to care for my child when she comes home from kindergarten at lunch time	1.48
38	2.00	my provider not having enough room indoors for the children to play during bad weather	1.56

Rank	Concern (Means)	Problem Statement	Frequency (Means)
39	2.00	the provider not being at home when I come to drop my children off	1.45
40	2.00	my provider not keeping my children clean	1.77
41	1.97	my provider not being permitted to keep my children more than 8 hours	1.76
42	1.96	my provider's children being a bad influence on mine	1.56
43	1.98	the provider making my child stand in the corner for an hour or longer	1.46
44	1.96	the Welfare Department not certifying my previous babysitter	1.68
45	1.95	my provider being so poorly educated that she couldn't help my child read a book	1.43
46	1.95	my provider calling my child a "Bad Child"	1.46
47	1.95	the provider letting my children watch too much television	1.46
48	1.92	the provider making my school age children take naps	1.71
49	1.91	my provider not finding out what my child likes to eat before she prepares his meals	1.89
50	1.90	not getting along with my provider	1.42
51	1.88	my provider not making her home safe for children (for example, dangerous stairs	1.46
52	1.88	the Welfare Department not being able to place all of my children in home care	1.74
53	1.87	my provider not staying home enough to properly care for my child	1.48

Rank	Concern (Means)	Problem Statement	Frequency (Means)
54	1.87	my provider feeding her night shift children in front of my children and not offering them any	1.71
55	1.85	my children not being allowed to play outside	1.37
56	1.83	finding a provider that would care for my children on the third shift (night care)	1.39
57	1.80	my provider not telling me when she isn't going to be home when I pick up my children	1.55
58	1.79	the home provider or FCWD making doctor appointments for my children that I am expected to keep	1.18
59	1.78	my provider not serving everybody the same meal	1.48
60	1.78	my provider teaching my child her own religious beliefs which are different from mine	1.25
61	1.77	provider's letting their spouse (husband or wife) take care of my children instead of the substitute when she attends a workshop	1.46
62	1.77	my provider allowing my children to play in the streets	1.28
63	1.76	having to take my child out of the provider's home when he reaches fifteen	1.46
64	1.75	my provider treating my children like they are younger than their age	1.28
65	1.74	having my children and provider driven to workshops by someone I do not know	1.28
66	1.74	my children having to attend workshops with the provider	1.49

Rank	Concerns (Means)	Problem Statement	Frequency (Means)
67	1.72	my provider acting like she is a better mother for my child than I am	1.46
68	1.70	my provider complaining that the substitute must care for children in the provider's home	1.46
69	1.63	the provider not having infant toys for my baby to play with	1.25
70	1.69	my provider throwing away the food I bring for my child instead of returning it to me	1.26
71	1.55	my provider using the money allotted for toys to buy toys for her own children	1.19
72	1.54	provider permits the older children to trade clothing	1.26
73	1.20	my provider throwing my child's diapers away instead of washing them	1.05

TABLES 9-2

PARENT'S PROBLEMS (HP) RANKED (MEANS) BY FREQUENCY

(includes Concern)

Rank	Frequency (Means)	Problem Statement	Concern (Means)
Always			
1	2.72	there not being enough day care homes in my area	3.10
2	2.50	my provider being trained to educate my children rather than just having them play	3.02
3	2.48	what I will do if my provider leaves the program	3.74
4	2.33	getting my child to the provider's home when my car will not run	3.14
5	2.28	having to find another person to care for my children when I am no longer eligible for the day care program, even if I agree to pay my old provider	3.62
6	2.26	having to reapply at the FCWD to get care for school age children for each school vacation	2.56
7	2.24	some providers being in the program just for the money	2.68
Sometime			
8	2.16	having emergency home care provided for my child when I become ill	3.05
9	2.14	the expenses of taking my child to and from the provider's house	2.52
10	2.10	the provider having to attend a 6 week training program when I feel she is already qualified	2.52

Rank	Frequency (Means)	Problem Statement	Concern (Means)
11	2.05	transportation being provided to take my child to and from the provider's	2.71
12	2.01	my provider not helping stimulating my child develop his language	2.31
13	2.00	the provider not telling me when there is a behavior problem with my children	2.44
14	1.98	not being able to find transportation for my infant so that I wouldn't have to carry her on the bus	2.24
15	1.98	the provider not receiving reimbursement for the extra time my children are there	2.40
16	1.90	my provider having to attend workshops at times she is supposed to be caring for my children	2.09
17	1.90	there not being enough providers to take older children	2.20
18	1.89	my provider not finding out what my child likes to eat before she prepares his meals	1.91
19	1.87	being assigned a provider who lives too far away	2.77
20	1.82	having to take my daughter to the doctor for a physical when she already had one	2.29
21	1.78	my provider caring for too many young children, toddlers and preschoolers, at the same time	2.13
22	1.78	the provider not watching my young children when they are outside playing	2.35
23	1.77	my provider not keeping my children clean	2.00

Rank	Frequency (Means)	Problem Statement	Concern (Means)
24	1.76	my provider not being permitted to keep my children more than 8 hours	1.97
25	1.74	the Welfare Department not being able to place all of my children in home-care	1.88
26	1.73	not being able to meet the provider before my child goes to their home	2.56
27	1.72	the provider not teaching my children how to count	2.15
28	1.71	the provider making my school age children take naps	1.92
29	1.71	my provider feeding her night shift children in front of my children and not offering them any	1.87
30	1.71	not having the name and telephone number of my provider's substitute	2.19
31	1.70	the provider not being able to discipline my preschool age children	2.13
32	1.68	the Welfare Department not certifying my previous babysitter	1.96
33	1.68	my child not receiving a nutritious meal or snack at the provider's	2.20
34	1.68	having to change providers very often	2.49
35	1.67	my provider being upset when I am late picking up my child	2.12
36	1.66	the Welfare Department telling my provider not to spank my child even though I give permission	2.35
37	1.65	my children do not get enough to eat at the provider's home	2.16
38	1.62	being terminated after my child missed 5 consecutive days due to an illness	2.51

Rank	Frequency (Means)	Problem Statement	Concern (Means)
39	1.60	provider's asking children about their parent's personal life	2.15
40	1.59	my provider's appearing to not like my children	2.20
41	1.56	my provider's children being a bad influence on mine	1.96
42	1.56	my provider not having enough room indoors for the children to play during bad weather	2.00
43	1.55	my provider not telling me when she isn't going to be home when I pick up my children	1.80
44	1.55	my children being spanked by the provider's friends or family	2.36
45	1.49	my children having to attend workshops with the provider	1.74
46	1.48	my provider not serving everybody the same meal	1.78
47	1.48	my provider not staying home enough to properly care for my child	1.87
48	1.48	finding a provider to care for my child when she comes home from kindergarten at lunch time	2.05
49	1.46	my provider acting like she is a better mother for my child than I am	1.72
50	1.46	my provider complaining that the substitute must care for children in the provider's home	1.70
51	1.46	provider's letting their spouse (husband or wife) take care of my children instead of the substitute when she attends a workshop	1.77
52	1.46	my provider calling my child a "Bad Child"	1.95

Rank	Frequency (Means)	Problem Statement	Concern (Means)
53	1.46	the provider letting my children watch too much television	1.95
54	1.46	my provider not making her home safe for children (for example, dangerous stairs)	1.88
55	1.46	having to take my child out of the provider's home when he reaches fifteen	1.76
56	1.46	the provider making my child stand in the corner for an hour or longer	1.98
57	1.45	the provider not being at home when I come to drop my children off	2.00
Never			
58	1.43	my provider being so poorly educated that she couldn't help my child read a book	1.95
59	1.42	not getting along with my provider	1.90
60	1.40	the provider not telling me about my preschool child's exploratory sex play	2.06
61	1.39	finding a provider that would care for my children on the third shift (night care)	1.83
62	1.39	having to help the provider pay for food costs because it takes so long for her to get reimbursed	2.15
63	1.37	my children not being allowed to play outside	1.85
64	1.28	my provider treating my children like they are younger than their age	1.75
65	1.28	having my children & provider driven to workshops by someone I do not know	1.74
66	1.28	my provider allowing my children to play in the streets	1.77

Rank	Frequency (Means)	Problem Statement	Concern (Means)
67	1.26	provider permits the older children to trade clothing	1.54
68	1.26	my provider throwing away the food I bring for my child instead of returning it to me	1.69
69	1.25	the provider not having infant toys for my baby to play with	1.63
70	1.25	my provider teaching my child her own religious beliefs which are different from mine	1.78
71	1.19	my provider using the money allotted for toys to buy toys for her own children	1.55
72	1.18	the home provider or FCWD making doctor appointments for my children that I am expected to keep	1.79
73	1.05	my provider throwing my child's diapers away instead of washing them	1.20

TABLE 9-3

A COMPARISON OF PARENTS' PROBLEMS (HP) INDICATING RANK AND MEANS BETWEEN PARENT AND SPECIALIST

Parent		Specialist		
Rank Conc.	Rank Freq.	Rank Conc.	Rank Freq.	Problem Statement
1 (3.74)	3 (2.48)	42 (3.57)	49 (2.29)	what I will do if my provider leaves the program
2 (3.62)	5 (2.28)	34 (3.71)	60 (2.14)	having to find another person to care for my children when I am no longer eligible for the day care program, even if I agree to pay my old provider
3 (3.14)	4 (2.33)	33 (3.86)	11 (3.43)	getting my child to the provider's home when my car will not run
4 (3.10)	1 (2.72)	40 (3.71)	39 (2.71)	there not being enough day care homes in my area
5 (3.05)	8 (2.16)	72 (1.43)	72 (1.71)	having emergency home care provided for my child when I become ill
6 (3.02)	2 (2.50)	43 (3.43)	50 (2.29)	my provider being trained to educate my children rather than just having them play
7 (2.77)	19 (1.87)	58 (3.00)	25 (3.00)	being assigned a provider who lives too far away

Parent		Specialist		
Rank Conc.	Rank Freq.	Rank Conc.	Rank Freq.	Problem Statement
8 (2.71)	11 (2.05)	25 (4.14)	38 (2.71)	transportation being provided to take my child to and from the provider's
9 (2.68)	7 (2.24)	10 (4.57)	34 (2.86)	some providers being in the program just for the money
10 (2.56)	26 (1.73)	8 (4.57)	28 (3.00)	not being able to meet the provider before my child goes to their home
11 (2.56)	6 (2.26)	20 (4.29)	3 (3.86)	having to reapply at the FCWD to get care for school age children for each school vacation
12 (2.52)	9 (2.14)	37 (3.71)	10 (3.57)	the expenses of taking my child to and from the provider's house
13 (2.52)	10 (2.10)	73 (1.43)	73 (1.71)	the provider having to attend a 6 week training program when I feel she is already qualified
14 (2.51)	38 (1.62)	53 (3.29)	22 (3.00)	being terminated after my child missed 5 consecutive days due to an illness
15 (2.49)	34 (1.68)	7 (4.57)	32 (2.86)	having to change providers very often
16 (2.44)	13 (2.00)	5 (4.57)	40 (2.71)	the provider not telling me when there is a behavior problem with my children

Parent		Specialist		
Rank Conc.	Rank Freq.	Rank Conc.	Rank Freq.	Problem Statement
17 (2.40)	15 (1.98)	19 (4.29)	17 (3.00)	the provider not receiving reimbursement for the extra time my children are there
18 (2.36)	44 (1.55)	4 (4.57)	61 (2.14)	my children being spanked by the provider's friends or family
19 (2.35)	22 (1.78)	2 (4.86)	55 (2.29)	the provider not watching my young children when they are outside playing
20 (2.35)	36 (1.66)	35 (3.71)	37 (2.71)	the Welfare Department telling my provider not to spank my child even though I give permission
21 (2.31)	12 (2.01)	6 (4.57)	5 (3.86)	my provider not helping stimulating my child develop his language
22 (2.29)	20 (1.82)	51 (3.29)	33 (2.86)	having to take my daughter to the doctor for a physical when she already had one
23 (2.24)	14 (1.98)	24 (4.14)	24 (3.00)	not being able to find transportation for my infant so that I wouldn't have to carry her on the bus
24 (2.20)	33 (1.68)	70 (2.00)	46 (2.43)	my child not receiving a nutritious meal or snack at the provider's
25 (2.20)	17 (1.90)	45 (3.43)	29 (2.86)	there not being enough providers to take older children

Parent Rank Conc.	Parent Rank Freq.	Specialist Rank Conc.	Specialist Rank Freq.	Problem Statement
26 (2.20)	40 (1.59)	47 (3.29)	70 (1.71)	my provider's appearing to not like my children
27 (2.19)	30 (1.71)	30 (3.86)	14 (3.29)	not having the name and telephone number of my provider's substitute
28 (2.16)	37 (1.65)	49 (3.29)	59 (2.14)	my children do not get enough to eat at the provider's home
29 (2.15)	27 (1.72)	57 (3.00)	68 (1.86)	the provider not teaching my children how to count
30 (2.15)	39 (1.60)	15 (4.43)	47 (2.43)	provider's asking children about their parent's personal life
31 (2.15)	62 (1.39)	12 (4.57)	69 (1.86)	having to help the provider pay for food costs because it takes so long for her to get reimbursed
32 (2.13)	21 (1.78)	41 (3.57)	48 (2.43)	my provider caring for too many young children, toddlers and preschoolers, at the same time
33 (2.13)	31 (1.70)	50 (3.29)	67 (1.86)	the provider not being able to discipline my preschool age children
34 (2.12)	35 (1.67)	54 (3.14)	9 (3.57)	my provider being upset when I am late picking up my child

Parent Rank Conc.	 Rank Freq.	Specialist Rank Conc.	 Rank Freq.	Problem Statement
35 (2.09)	16 (1.90)	63 (2.86)	20 (3.00)	my provider having to attend workshops at times she is supposed to be caring for my children
36 (2.06)	60 (1.40)	31 (3.86)	43 (2.57)	the provider not telling me about my preschool child's exploratory sex play
37 (2.05)	48 (1.48)	16 (4.29)	42 (2.71)	finding a provider to care for my child when she comes home from Kindergarten at lunch time
38 (2.00)	42 (1.56)	71 (1.71)	71 (1.71)	my provider not having enough room indoors for the children to play during bad weather
39 (2.00)	57 (1.45)	1 (4.86)	65 (2.00)	the provider not being at home when I come to drop my children off
40 (2.00)	23 (1.77)	48 (3.29)	35 (2.71)	my provider not keeping my children clean
41 (1.97)	24 (1.76)	3 (4.71)	8 (3.71)	my provider not being permitted to keep my children more than 8 hours
42 (1.96)	41 (1.56)	62 (2.86)	7 (3.71)	my provider's children being a bad influence on mine
43 (1.98)	56 (1.46)	38 (3.71)	23 (3.00)	the provider making my child stand in the corner for an hour or longer

Parents		Specialist		
Rank Conc.	Rank Freq.	Rank Conc.	Rank Freq.	Problem Statement
44 (1.96)	32 (1.68)	9 (4.57)	36 (2.71)	the Welfare Department not certifying my previous babysitter
45 (1.95)	58 (1.43)	32 (3.86)	57 (2.14)	my provider being so poorly educated that she couldn't help my child read a book
46 (1.95)	52 (1.46)	11 (4.57)	56 (2.43)	my provider calling my child a "Bad Child"
47 (1.95)	53 (1.46)	26 (4.14)	15 (3.14)	the provider letting my children watch too much television
48 (1.92)	28 (1.71)	13 (3.43)	53 (2.29)	the provider making my school age children take naps
49 (1.91)	18 (1.89)	28 (4.00)	4 (3.86)	my provider not finding out what my child likes to eat before she prepares his meals
50 (1.90)	59 (1.42)	36 (3.71)	51 (2.29)	not getting along with my provider
51 (1.88)	54 (1.46)	65 (2.57)	66 (1.86)	my provider not making her home safe for children (for example, dangerous stairs)
52 (1.88)	25 (1.74)	22 (4.14)	2 (3.87)	the Welfare Department not being able to place all of my children in homecare
53 (1.87)	47 (1.48)	59 (2.86)	13 (3.29)	my provider not staying home enough to properly care for my child

Parent Rank Conc.	Parent Rank Freq.	Specialist Rank Conc.	Specialist Rank Freq.	Problem Statement
54 (1.87)	29 (1.71)	14 (4.43)	54 (2.29)	my provider feeding her night shift children in front of my children and not offering them any
55 (1.85)	63 (1.37)	21 (4.14)	58 (2.14)	my children not being allowed to play outside
56 (1.83)	61 (1.39)	69 (2.00)	63 (2.00)	finding a provider that would care for my children on the third shift (night care)
57 (1.80)	43 (1.55)	27 (4.00)	6 (3.71)	my provider not telling me when she isn't going to be home when I pick up my children
58 (1.79)	72 (1.18)	29 (3.86)	62 (2.00)	the home provider or FCWD making doctor appointments for my children that I am expected to keep
59 (1.78)	46 (1.48)	67 (2.43)	31 (2.86)	my provider not serving everybody the same meal
60 (1.78)	70 (1.25)	44 (3.43)	12 (3.43)	my provider teaching my child her own religious beliefs which are different from mine
61 (1.77)	51 (1.46)	55 (3.00)	26 (3.00)	provider's letting their spouse (husband or wife) take care of my children instead of the substitute when she attends a workshop

Parent		Specialist		
Rank Conc.	Rank Freq.	Rank Conc.	Rank Freq.	Problem Statement
62 (1.77)	66 (1.28)	56 (3.00)	52 (2.29)	my provider allowing my children to play in the streets
63 (1.76)	55 (1.46)	61 (2.86)	19 (3.00)	having to take my child out of the provider's home when he reaches fifteen
64 (1.75)	64 (1.28)	52 (3.29)	45 (2.43)	my provider treating my children like they are younger than their age
65 (1.74)	65 (1.28)	60 (2.86)	18 (3.00)	having my children and provider driven to workshops by someone I do not know
66 (1.74)	45 (1.49)	46 (3.29)	27 (3.00)	my children having to attend workshops with the provider
67 (1.72)	49 (1.46)	68 (2.14)	21 (3.00)	my provider acting like she is a better mother for my child than I am
68 (1.70)	50 (1.46)	39 (3.71)	16 (3.14)	my provider complaining that the substitute must care for children in the provider's home
69 (1.63)	69 (1.25)	17 (4.29)	41 (2.71)	the provider not having infant toys for my baby to play with
70 (1.69)	68 (1.26)	66 (2.43)	30 (2.86)	my provider throwing away the food I bring for my child instead of returning it to me

Parent Rank Conc.	 Rank Freq.	Specialist Rank Conc.	 Rank Freq.	Problem Statement
71 (1.55)	71 (1.19)	18 (4.29)	1 (4.02)	my provider using the money allotted for toys to buy toys for her own children
72 (1.54)	67 (1.26)	64 (2.57)	64 (2.00)	provider permits the older children to trade clothing
73 (1.20)	73 (1.05)	23 (4.14)	44 (2.57)	my provider throwing my child's diapers away instead of washing them

Table 9-4
Parents Problems (HP) Related to General Child Care
Ranked by concern by Problem
Means and Broken down by Zone

	Problem Rank (Means)	S. Side Zone 1 Rank (Means)	C. City Zone 2 Rank (Means)	Sub Zone 3 Rank (Means)	Mid-East Zone 4 Rank (Means)	W. Side Zone 5 Rank (Means)	Problem Statement
	Extremely						
1	3.74	1 4.23	2 3.00	2 3.19	1 4.18	1 3.30	what I will do if my provider leaves the program
2	3.62	2 3.77	1 3.20	3 3.06	2 4.06	2 3.30	having to find another person to care for my children when I am no longer eligible for the day care program, even if I agree to pay my old provider
3	3.10	3 2.93	3 2.10	1 3.77	3 3.75	4 2.58	there not being enough day care homes in my area.
	Somewhat						
4	2.49	6 2.38	4 2.00	5 2.19	6 2.56	3 2.80	having to change providers very often.
5	2.40	7 2.15	8 1.50	6 1.75	4 2.88	5 2.50	the provider not receiving reimbursement for the extra time my children are there.
6	2.20	4 2.80	6 1.67	4 2.58	8 2.39	7 1.58	there not being enough providers to take older children.
	Never						
7	2.05	8 2.00	5 2.20	9 1.19	5 2.66	6 1.84	finding a provider to care for my child when she comes home from kindergarten at lunch time.
8	1.83	5 2.47	7 1.67	7 1.62	9 1.88	8 1.42	finding a provider that would care for my children on the third shift (night care).
9	1.76	9 1.61	9 1.00	8 1.47	7 2.32	9 1.40	having to take my child out of the provider's home when he reaches fifteen.
	3.07	3.24	2.50	3.55	3.50	2.89	grand means

Table 9-5
Parents Problems (HP) Related to General Child Care
Ranked by frequency by Problem
Means and broken down by zone

	Problem Rank (means)	S. Side Zone 1 Rank (Means)	C. City Zone 2 Rank (Means)	Sub Zone 3 Rank (Means)	Mid-East Zone 4 Rank (Means)	W. Side Zone 5 Rank (Means)	Problem Statement
Occasionally							
1	2.72	3 2.64	2 1.61	1 3.50	1 3.30	2 2.50	there not being enough day care homes in my area.
2	2.48	1 3.09	1 1.80	4 2.29	2 2.59	3 2.28	what I will do if my provider leaves the program.
3	2.28	4 2.36	6 1.33	3 2.36	3 2.25	1 2.53	having to find another person to care for my children when I am no longer eligible for the day care program, even if I agree to pay my old provider.
4	1.98	5 1.91	3 1.40	5 1.60	4 2.16	4 2.15	the provider not receiving reimbursement for the extra time my children are there.
Never							
5	1.90	2 2.71	5 1.33	2 2.36	5 1.90	8 1.33	there not being enough providers to take older children.
6	1.68	6 1.67	8 1.17	6 1.50	6 1.77	5 1.85	having to change providers very often.
7	1.48	8 1.41	4 1.40	9 1.13	7 1.72	6 1.47	finding a provider to care for my child when she comes home from kindergarten at lunch time.
8	1.46	9 1.30	9 1.00	7 1.47	8 1.62	7 1.39	having to take my child out of the provider's home when he reaches fifteen.
9	1.39	7 1.67	7 1.28	8 1.33	9 1.37	9 1.33	finding a provider that would care for my children on the third shift (night care).
	2.26	2.54	1.50	2.42	2.44	2.26	grand means

Table 9-6

Parents Problems (HP) Related to Criticism of HP Ranked on Concern by Problem Mean and Broken Down by Zone

Problem Rank (Means)	S. Side Zone 1 Rank (Means)	C. City Zone 2 Rank (Means)	Sub Zone 3 Rank (Means)	Mid-East Zone 4 Rank (Means)	W. Side Zone 5 Rank (Means)	Problem Statement
Extremely						
1 3.02	1 3.67	1 2.82	1 2.85	2 2.91	1 3.08	my provider being trained to educate my children rather than just having them play
2 2.68	5 2.85	6 2.20	4 2.50	1 3.00	6 2.30	some providers being in the program just for the money
3 2.44	2 3.00	9 1.90	5 2.31	8 2.47	2 2.75	the provider not telling me when there is a behavior problem with my child
Somewhat						
4 2.36	17 2.23	3 2.60	21 1.75	3 2.85	13 2.05	my children being spanked by the provider's friends or family
5 2.35	15 2.25	7 2.00	12 2.06	4 2.67	9 2.20	the provider not watching my young children when they are outside playing
6 2.31	7 2.60	14 1.73	3 2.62	13 2.37	4 2.58	my provider not helping stimulating my child develop his language
7 2.20	18 2.15	10 1.80	6 2.25	7 2.52	22 1.80	my provider's appearing to not like my children
8 2.15	8 2.54	2 2.80	14 2.00	10 2.41	29 1.45	the provider not teaching my children how to count
9 2.15	16 2.23	13 1.80	15 1.94	12 2.39	16 2.00	provider's asking children about their parent's personal life

Parents Problems (HP) Related to Criticism of HP
Ranked on Concern by Problem
Mean and Broken Down by Zone

Problem Rank (Means)	S. Side Zone 1 Rank (Means)	C. City Zone 2 Rank (Means)	Sub Zone 3 Rank (Means)	Mid-East Zone 4 Rank (Means)	W. Side Zone 5 Rank (Means)	Problem Statement
10 2.13	4 2.86	8 1.96	11 2.08	29 1.90	8 2.25	the provider not being able to discipline my preschool age children
11 2.13	26 2.00	24 2.40	29 1.56	5 2.59	23 1.80	my provider caring for too many young children, toddlers and preschoolers, at the same time
12 2.12	29 1.85	30 2.00	18 1.88	11 2.39	12 2.05	my provider being upset when I am late picking up my child
13 2.06	3 2.87	16 1.64	7 2.23	25 2.03	24 1.75	the provider not telling me about my preschool child's exploratory sex play
16 2.00	34 1.69	4 2.40	24 1.69	15 2.27	19 1.90	my provider not keeping my children clean
14 2.00	6 2.60	17 1.64	19 1.85	21 2.10	21 1.83	my provider not having enough room indoors for the children to play during bad weather
15 2.00	32 1.77	31 2.00	25 1.63	14 2.33	20 1.90	the provider not being at home when I come to drop my children off
17 1.98	10 2.50	18 1.55	2 2.70	31 1.78	17 1.92	the provider making my child stand in the corner for an hour or longer
18 1.96	20 2.13	19 1.50	13 2.00	26 1.94	3 2.58	my provider's children being a bad influence on mine
21 1.95	22 2.08	11 1.80	8 2.13	24 2.03	28 1.65	my provider calling my child a "Bad Child"

Parents Problems (HP) Related to Criticism of HP
Ranked on Concern by Problem
Mean and Broken Down by Zone

Problem Rank (Means)	S. Side Zone 1 Rank (Means)	C. City Zone 2 Rank (Means)	Sub Zone 3 Rank (Means)	Mid-East Zone 4 Rank (Means)	W. Side Zone 5 Rank (Means)	Problem Statement
19 1.95	25 2.00	29 2.20	23 1.69	9 2.42	35 1.35	my provider being so poorly educated that she couldn't help my child read a book
20 1.95	28 1.92	28 2.20	22 1.69	16 2.22	27 1.68	the provider letting my children watch too much television
22 1.92	21 2.08	12 1.80	35 1.20	6 2.53	30 1.45	the provider making my school age children take naps
23 1.90	14 2.29	15 1.64	20 1.85	27 1.91	15 2.00	not getting along with my provider
24 1.88	9 2.53	23 1.41	17 1.92	30 1.81	10 2.08	my provider not making her home safe for children (for example, dangerous stairs)
25 1.87	12 2.29	20 1.46	9 2.08	33 1.73	7 2.25	my provider not staying home enough to properly care for my child
26 1.85	27 1.92	27 2.20	31 1.31	18 2.13	26 1.70	my children not being allowed to play outside
Not At All						
27 1.80	11 2.29	22 1.41	27 1.62	28 1.90	18 1.92	my provider not telling me when she isn't going to be home when I pick up my children
28 1.79	19 2.14	21 1.41	33 1.31	19 2.10	25 1.75	the home provider or FCWD making doctor appointments for my children that I am expected to keep
29 1.78	13 2.29	25 1.36	16 1.92	34 1.72	14 2.00	my provider teaching my child her own religious beliefs which are different from mine

Parents Problems (HP) Related to Criticism of HP
Ranked on Concern by Problem
Mean and Broken Down by Zone

Problem Rank (Means)	S. Side Zone 1 Rank (Means)	C. City Zone 2 Rank (Means)	Sub Zone 3 Rank (Means)	Mid-East Zone 4 Rank (Means)	W. Side Zone 5 Rank (Means)	Problem Statement
31 1.77	24 2.00	26 1.27	30 1.31	20 2.10	11 2.08	provider's letting their spouse (husband or wife) take care of my children instead of the substitute when she attends a workshop
30 1.77	30 1.80	35 1.36	10 2.08	35 1.67	5 2.42	my provider allowing my children to play in the streets
32 1.75	33 1.69	33 1.80	34 1.25	17 2.21	34 1.40	my provider treating my children like they are younger than their age
33 1.72	36 1.61	32 1.80	28 1.56	23 2.03	33 1.40	my provider acting like she is a better mother for my child than I am
34 1.63	35 1.62	5 2.20	37 1.00	22 2.06	36 1.30	the provider not having infant toys for my baby to play with
35 1.55	23 2.07	37 1.18	26 1.62	36 1.58	31 1.42	my provider using the money allotted for toys to buy toys for her own children
36 1.54	31 1.79	34 1.36	36 1.15	32 1.77	32 1.42	provider permits the older children to trade clothing
37 1.20	37 1.43	36 1.19	32 1.31	37 1.13	37 1.00	my provider throwing my child's diapers away instead of washing them
2.57	3.05	2.52	2.59	2.80	2.68	grand mean

Table 9-7
Parents Problems (HP) Related to Criticism of HP Ranked by Frequency by Problem Means and Broken Down by Zone

Problem Rank (Means)	S. Side Zone 1 Rank (Means)	C. City Zone 2 Rank (Means)	Sub Zone 3 Rank (Means)	Mid-East Zone 4 Rank (Means)	W. Side Zone 5 Rank (Means)	Problem Statement
Always						
1 2.50	1 2.50	1 2.64	1 2.39	1 2.50	1 2.33	my provider being trained to educate my children rather than just having them play
2 2.24	5 2.17	3 2.17	2 2.25	2 2.30	2 2.20	some providers being in the program just for the money
3 2.01	2 2.36	13 1.60	3 2.15	5 2.04	3 2.04	my provider not helping stimulating my child develop his language
4 2.00	3 2.36	9 1.75	4 2.08	4 2.03	7 1.83	the provider not telling me when there is a behavior problem with my children
6 1.78	19 1.64	18 1.50	10 1.63	7 1.94	8 1.80	the provider not watching my young children when they are outside playing
5 1.78	11 1.92	7 2.00	28 1.31	6 1.94	9 1.75	my provider caring for too many young children, toddlers and preschoolers, at the same time
7 1.77	21 1.50	2 2.33	17 1.50	8 1.85	6 1.85	my provider not keeping my children clean
8 1.72	8 2.00	4 2.17	24 1.38	10 1.81	19 1.55	the provider not teaching my children how to count
9 1.71	16 1.67	6 2.00	29 1.29	3 2.10	25 1.35	the provider making my school age children take naps
10 1.70	14 1.79	8 1.75	11 1.62	11 1.69	12 2.25	the provider not being able to discipline my preschool age children

Parents Problems (HP) Related to Criticism of HP Ranked by Frequency by Problem Means and Broken Down by Zone

Problem Rank (Means)	S. Side Zone 1 Rank (Means)	C. City Zone 2 Rank (Means)	Sub Zone 3 Rank (Means)	Mid-East Zone 4 Rank (Means)	W. Side Zone 5 Rank (Means)	Problem Statement
11 1.67	10 1.92	23 1.33	31 1.25	9 1.82	11 1.70	my provider being upset when I am late picking up my child
12 1.60	25 1.42	17 1.50	8 1.69	15 1.60	13 1.65	provider's asking children about their parent's personal life
13 1.59	7 2.00	35 1.00	18 1.44	12 1.64	18 1.55	my provider's appearing to not like my children
15 1.56	13 1.79	20 1.37	12 1.58	28 1.40	4 2.00	my provider's children being a bad influence on mine
14 1.56	4 2.21	21 1.37	20 1.42	21 1.48	21 1.42	my provider not having enough room indoors for the children to play during bad weather
17 1.55	23 1.42	12 1.67	19 1.44	16 1.55	10 1.70	my children being spanked by the provider's friends or family
16 1.55	6 2.07	26 1.26	25 1.33	14 1.61	22 1.42	my provider not telling me when she isn't going to be home when I pick up my children
18 1.48	12 1.80	27 1.21	5 2.00	29 1.39	29 1.25	my provider not staying home enough to properly care for my child
24 1.46	29 1.40	24 1.30	6 1.92	30 1.36	15 1.58	the provider making my child stand in the corner for an hour or longer
23 1.46	26 1.41	11 1.67	32 1.25	13 1.61	23 1.35	my provider acting like she is a better mother for for my child than I am

Parents Problems (HP) Related to Criticism of HP
Ranked by Frequency by Problem
Means and Broken Down by Zone

Problem Rank (Means)	S. Side Zone 1 Rank (Means)	C. City Zone 2 Rank (Means)	Sub Zone 3 Rank (Means)	Mid-East Zone 4 Rank (Means)	W. Side Zone 5 Rank (Means)	Problem Statement
22 1.46	30 1.36	30 1.10	14 1.50	19 1.50	5 2.00	provider's letting their spouse (husband or wife) take care of my children instead of the substitute when she attends a workshop
21 1.46	9 1.93	28 1.21	16 1.50	24 1.45	30 1.25	my provider not making her home safe for children (for example, dangerous stairs)
20 1.46	18 1.67	15 1.50	23 1.38	18 1.52	26 1.30	my provider calling my child a "Bad Child"
19 1.46	20 1.58	36 1.00	26 1.31	17 1.52	17 1.55	the provider letting my children watch too much television
55 1.45	36 1.25	22 1.33	22 1.38	20 1.49	14 1.60	the provider not being at home I come to drop my children off
26 1.43	17 1.67	5 2.00	30 1.27	23 1.45	31 1.21	my provider being so poorly educated that she couldn't help my child read a book
27 1.42	15 1.73	25 1.30	13 1.54	27 1.42	34 1.08	not getting along with my provider
28 1.40	22 1.46	19 1.45	21 1.39	26 1.42	28 1.25	the provider not telling me about my preschool child's exploratory sex play
29 1.37	24 1.42	16 1.50	27 1.31	32 1.25	16 1.55	my children not being allowed to play outside

Parents Problems (HP) Related to Criticism of HP
Ranked by Frequency by Problem
Means and Broken Down by Zone

Problem Rank (Means)	S. Side Zone 1 Rank (Means)	C. City Zone 2 Rank (Means)	Sub Zone 3 Rank (Means)	Mid-East Zone 4 Rank (Means)	W. Side Zone 5 Rank (Means)	Problem Statement
31 1.28	33 1.29	32 1.05	7 1.83	35 1.20	27 1.25	my provider allowing my children to play in the streets
30 1.28	35 1.25	10 1.67	33 1.19	33 1.21	24 1.35	my provider treating my children like they are younger than their age
32 1.26	31 1.33	29 1.19	35 1.00	25 1.42	33 1.17	provider permits the older children to trade clothing
34 1.25	28 1.40	37 1.00	9 1.64	36 1.13	20 1.42	my provider teaching my child her own religious beliefs which are different from mine
33 1.25	37 1.00	14 1.50	34 1.06	22 1.45	32 1.20	the provider not having infant toys for my baby to play with
35 1.19	32 1.29	34 1.00	15 1.50	34 1.20	36 1.00	my provider using the money allotted for toys to buy toys for her own children
36 1.18	27 1.40	31 1.05	36 1.00	31 1.29	35 1.00	the home provider or FCWD making doctor appointments for my children that I am expected to keep
37 1.05	34 1.27	33 1.00	37 1.00	37 1.00	37 1.00	my provider throwing my child's diapers away instead of washing them
					1.84	grand mean

TABLE 9-8
Parent Problems (HP) Related to Transportation Ranked on concern by Problem Means and Broken Down by Zone
Concern

	Problem Rank (Means) Concern	S. Side Zone 1 Rank (Means)	C. City Zone 2 Rank (Means)	Sub Zone 3 Rank (Means)	Mid-East Zone 4 Rank (Means)	W. Side Zone 5 Rank (Means)	Problem Statement
	Extremely						
1.	1 3.14	2 2.85	3 2.20	1 3.06	1 3.72	1 2.68	getting my child to the provider's home when my car will not run
2.	2 2.71	1 2.92	1 2.80	4 1.75	2 3.15	3 2.55	transportation being provided to take my child to and from the provider's
	Somewhat						
3.	3 2.52	3 2.54	4 2.00	2 2.19	3 2.70	2 2.65	the expenses of taking my child to and from the provider's house
4.	4 2.24	4 2.20	2 2.50	3 2.08	4 2.06	4 2.46	not being able to find transportation for my infant so that I wouldn't have to carry her on the bus
	2.01	2.10	1.90	1.81	2.33	2.06	grand mean

TABLE 9-9

Parent Problems (HP) Related to Transportation Ranked on frequency by Problem Means and Broken Down by Zone

Frequency

	Problem Rank (Means) Frequency	S. Side Zone 1 Rank (Means)	C. City Zone 2 Rank (Means)	Sub Zone 3 Rank (Means)	Mid-East Zone 4 Rank (Means)	W. Side Zone 5 Rank (Means)	Problem Statement
	Occasionally						
1.	1 2.33	3 2.08	2 2.20	1 2.30	1 2.52	2 2.21	getting my child to the provider's home when my car will not run
2.	2 2.14	1 2.25	4 1.17	3 2.13	3 2.16	1 2.35	the expenses of taking my child to and from the provider's house
3.	3 2.05	2 2.17	3 1.83	4 1.50	2 2.36	4 1.95	transportation being provided to take my child to and from the provider's
	Never						
4.	4 1.98	4 1.71	1 2.21	2 2.15	4 1.77	3 2.27	not being able to find transportation for my infant so that I wouldn't have to carry her on the bus
	1.64	1.64	1.48	1.21	1.76	1.75	grand mean

TABLE 9-10

Parents' Problems (HP) Related to Feeding of Their Child
Ranked on Concern by Problem
Mean and Broken Down by Zone

	Problem Rank (Means)	S. Side Zone 1 Rank (Means)	C.City Zone 2 Rank (Means)	Sub Zone 3 Rank (Means)	Mid-East Zone 4 Rank (Means)	W. Side Zone 5 Rank (Means)	Problem Statement
	Extremely						
1.	1 2.20	2 2.50	6 1.23	2 2.23	2 2.52	1 2.75	my child not receiving a nutritious meal or snack at the provider's
2.	2 2.16	7 2.00	1 2.60	4 1.63	3 2.50	3 2.00	my children do not get enough to eat at the provider's home
3.	3 2.15	5 2.23	3 1.80	6 1.27	1 2.66	2 2.05	having to help the provider pay for food costs because it takes so long for her to get reimbursed
	Somewhat						
4.	4 1.91	3 2.43	5 1.32	1 2.31	5 2.10	6 1.50	my provider not finding out what my child likes to eat before she prepares his meals
5.	5 1.87	1 2.69	2 2.00	7 1.20	4 2.16	7 1.32	my provider feeding her night shift children in front of my children and not offering them any
	Not At All						
6.	6 1.78	4 2.40	4 1.32	3 1.69	7 1.90	4 1.67	my provider not serving everybody the same meal

Parents' Problems (HP) Related to Feeding of Their Child Ranked on Concern by Problem Mean and Broken Down by Zone

	Problem Rank (Means)	S. Side Zone 1 Rank (Means)	C. City Zone 2 Rank (Means)	Sub Zone 3 Rank (Means)	Mid-East Zone 4 Rank (Means)	W. Side Zone 5 Rank (Means)	Problem Statement
	7	6	7	5	6	5	
7.	1.69	2.07	1.18	1.62	1.94	1.58	my provider throwing away the food I bring for my child instead of returning it to me
	2.05	2.45	1.80	1.89	2.38	2.01	grand mean

9-48

TABLE 9-11

Parents' Problems (HP) Related to Feeding of Their Child Ranked on Frequency by Problem Means and Broken Down by Zone

	Problem Rank (Means)	S. Side Zone 1 Rank (Means)	C. City Zone 2 Rank (Means)	Sub Zone 3 Rank (Means)	Mid-East Zone 4 Rank (Means)	W. Side Zone 5 Rank (Means)	Problem Statement
	Occasionally						
1.	1 1.89	2 2.07	2 1.55	1 2.15	1 2.06	4 1.50	my provider not finding out what my child likes to eat before she prepares his meals
2.	2 1.71	6 1.41	3 1.17	6 1.00	6 1.26	7 1.00	my provider feeding her night shift children in front of my children and not offering them any
3.	3 1.68	1 2.27	5 1.06	2 1.83	3 1.83	5 1.33	my child not receiving a nutrious meal or snack at the provider's
4.	4 1.65	5 1.64	1 1.60	5 1.19	2 1.85	1 1.68	my children do not get enough to eat at the provider's home
	Never						
5.	5 1.48	3 2.00	4 1.17	3 1.58	5 1.38	3 1.50	my provider not serving everybody the same meal
6.	6 1.39	7 1.17	7 1.00	7 1.00	4 1.58	2 1.65	having to help the provider pay for food costs because it takes so long for her to get reimbursed

Parents' Problems (HP) Related to Feeding of Their Child Ranked on Frequency by Problem Means and Broken Down by Zone

	Problem Rank (Means)	S. Side Zone 1 Rank (Means)	C. City Zone 2 Rank (Means)	Sub Zone 3 Rank (Means)	Mid-East Zone 4 Rank (Means)	W. Side Zone 5 Rank (Means)	Problem Statement
7.	7 1.26	4 1.71	6 1.00	4 1.33	7 1.20	6 1.17	my provider throwing away the food I bring for my child instead of returning it to me
	1.68	1.93	1.31	1.61	1.74	1.53	grand mean

9-50

TABLE 9-12

Parents Problems (HP) Related to FCWD
Ranked on Concern by Problem
Means and Broken Down by Zone

Problem Rank (Means)	S. Side Zone 1 Rank (Means)	C.City Zone 2 Rank (Means)	Sub Zone 3 Rank (Means)	Mid-East Zone 4 Rank (Means)	W. Side Zone 5 Rank (Means)	Problem Statement
Extremely						
1 (3.05)	1 (3.57)	1 (2.91)	5 (2.31)	1 (3.55)	7 (2.25)	having emergency home care provided for my child when I become ill
2 (2.77)	2 (3.31)	9 (1.80)	8 (1.81)	2 (3.06)	1 (2.95)	being assigned a provider who lives too far away
Somewhat						
3 (2.56)	7 (2.77)	2 (2.60)	14 (1.50)	4 (2.78)	2 (2.90)	not being able to meet the provier before my child goes to their home
4 (2.56)	10 (2.57)	3 (2.52)	1 (2.92)	6 (2.66)	11 (1.92)	having to reapply at the FCWD to get care for school age children for each school vacation
5 (2.52)	5 (3.08)	14 (1.40)	12 (1.73)	3 (2.91)	5 (2.35)	the provider having to attend a 6-week training program when I feel she is already qualified
6 (2.51)	3 (3.23)	5 (2.27)	3 (2.62)	8 (2.41)	6 (2.33)	being terminated after my child missed five consecutive days due to an illness
7 (2.35)	4 (3.08)	6 (2.20)	13 (1.63)	5 (2.67)	9 (1.95)	the Welfare Department telling my provider not to spank my child even though I give permission
8 (2.29)	6 (2.71)	4 (2.30)	9 (1.77)	7 (2.55)	5 (1.67)	having to take my daughter to the doctor for a physical when she already had one

Problem Rank (Means)	S. Side Zone 1 Rank (Means)	C.City Zone 2 Rank (Means)	Sub Zone 3 Rank (Means)	Mid-East Zone 4 Rank (Means)	W. Side Zone 5 Rank (Means)	Problem Statement
9 (2.19)	9 (2.64)	10 (1.64)	6 (2.08)	10 (2.32)	3 (2.42)	not having the name and telephone number of my provider's substituto
Not at all						
10 (2.09)	8 (2.73)	7 (1.82)	7 (2.08)	13 (2.03)	10 (1.92)	my provider having to attend workshops at times she is supposed to be caring for my children
11 (1.97)	11 (2.31)	13 (1.46)	2 (2.70)	15 (1.91)	12 (1.92)	my provider not being permitted to keep my children more than eight hours
12 (1.96)	13 (1.85)	8 (1.80)	11 (1.75)	9 (2.36)	13 (1.70)	the Welfare Department not certifying my previous babysitter
13 (1.88)	12 (2.00)	11 (1.48)	4 (2.39)	14 (1.97)	14 (1.67)	the Welfare Department not being able to place all of my children in home care
14 (1.74)	16 (1.69)	16 (1.00)	16 (1.00)	11 (2.09)	8 (1.95)	my children having to attend workshops with the provider
15 (1.74)	14 (1.73)	15 (1.18)	10 (1.77)	16 (1.87)	4 (2.41)	having my children and provider driven to workshops by someone I do not know
16 (1.70)	15 (1.71)	12 (1.46)	15 (1.39)	12 (2.03)	16 (1.58)	my provider complaining that the substitute must care for children in the provider's home
(2.69)	(3.25)	(2.52)	(2.58)	(2.99)	(2.60)	

TABLE 9-13

Parents Problems (HP) Related to FCWD
Ranked on Frequency by Problem
Means and Broken Down by Zone

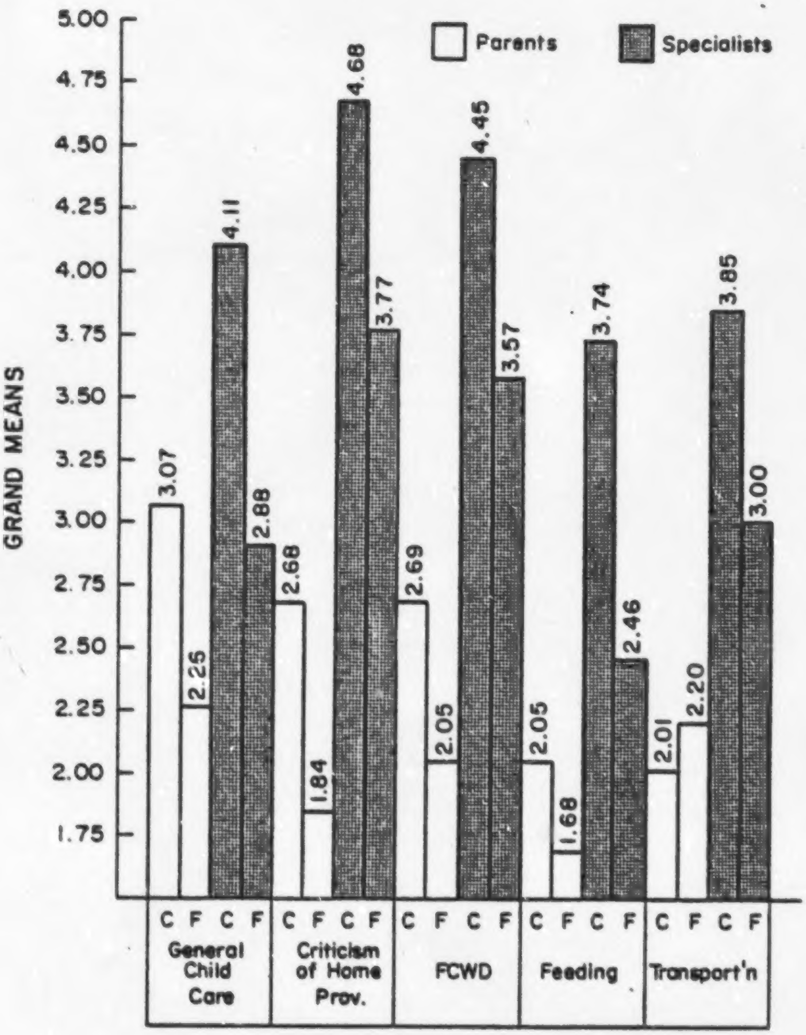
Problem Rank (Means)	S.Side Zone 1 Rank (Means)	C.City Zone 2 Rank (Means)	Sub Zone 3 Rank (Means)	Mid-East Zone 4 Rank (Means)	W. Side Zone 5 Rank (Means)	Problem Statement
Occasionally						
1 (2.26)	6 (2.33)	1 (2.38)	2 (2.46)	2 (2.32)	11 (1.58)	having to reapply at the FCWD to get care for school age children for each school vacation
2 (2.16)	4 (2.43)	6 (1.73)	6 (1.92)	1 (2.70)	10 (1.58)	having emergency home care provided for my child when I become ill
3 (2.10)	7 (2.33)	2 (2.25)	10 (1.43)	3 (2.18)	2 (2.32)	
4 (1.90)	3 (2.50)	5 (1.75)	3 (2.17)	10 (1.69)	8 (1.67)	my provider having to attend workshops at times she is supposed to be caring for my children
5 (1.87	11 (1.91)	11 (1.17)	13 (1.37)	7 (1.78)	1 (2.60)	being assigned a provider who lives too far away
6 (1.82)	9 (2.07)	3 (2.05)	8 (1.75)	5 (1.80)	15 (1.25)	having to take my daughter to the doctor for a physical when she already had one
7 (1.76)	2 (2.50)	10 (1.21)	1 (2.67)	15 (1.43)	7 (1.67)	my provider not being permitted to keep my children more than eight hours
8 (1.74)	8 (2.20)	13 (1.16)	4 (2.08)	4 (1.84)	14 (1.42)	the Welfare Department not being able to place all of my children in home care
9 (1.73)	12 (1.83)	4 (1.83)	16 (1.07)	6 (1.79)	3 (2.05)	not being able to meet the provider before my child goes to their home

Problem Rank (Means)	S.Side Zone 1 Rank (Means)	C.City Zone 2 Rank (Means)	Sub Zone 3 Rank (Means)	Mid-East Zone 4 Rank (Means)	W.Side Zone 5 Rank (Means)	Problem Statement
10 (1.71)	5 (2.33)	12 (1.16)	7 (1.83)	9 (1.69)	6 (1.75)	not having the name and telephone number of my provider's substitute
Never						
11 (1.68)	1 (2.50)	9 (1.33)	12 (1.38)	13 (1.65)	12 (1.55)	the Welfare Department not certifying my previous babysitter
12 (1.66)	10 (2.00)	15 (1.00)	11 (1.40)	12 (1.65)	4 (1.85)	the Welfare Department telling my provider not to spank my child even though I give permission
13 (1.62)	13 (1.73)	7 (1.67)	5 (2.00)	14 (1.55)	16 (1.17)	my children having to attend workshops with the provider
14 (1.49)	16 (1.00)	8 (1.33)	15 (1.13)	11 (1.66)	5 (1.85)	my children having to attend workshops with the provider
15 (1.46)	14 (1.47)	14 (1.15)	14 (1.23)	8 (1.70)	9 (1.58)	my provider complaining that the substitute must care for children in the provider's home
16 (1.28)	15 (1.43)	16 (1.00)	9 (1.50)	16 (1.23)	13 (1.42)	having my children and provider driven to workshops by someone I do not know
(2.05)	(2.45)	(2.05)	(2.22)	(2.19)	(2.13)	

9-54

TABLE 9-14

PARENTS' PROBLEMS (HP)
RANKED ON CATEGORIES PARENT AND SPECIALIST



CHAPTER 10, RECOMMENDATIONS

PURPOSES

RECOMMENDATIONS

CHAPTERS LISTED

Purpose of Chapter

The following are those recommendations that have been made in the previous chapters 2-9, which are listed here for easy reference. The recommendations are listed by Chapter and given page numbers for the reader's quick location.

Chapter 2, Center Teachers' Problems

Financial Benefits

Recommendations

This high ranking of financial problems would suggest the following:

1. Development of a policy, system or scale to deal with financial benefits (problems ranked 1-4);
2. Tying this policy, system or scale to a promotional ladder or incentive program (problems ranked 4,5);
3. Analysis of current procedures regarding timely payment (problem ranked 7). (Page 2-12)

Parents

Recommendations

The high ranking of problems primarily related to parents would suggest:

1. Establishing policy regarding center teacher responsibility in instances of:

   - a. parental neglect or abuse of child;
   - b. need for obtaining outside help for children;
   - c. need for resolving value conflicts between center and home;
   - d. facilitation of two-way flow of information between home and school.

2. Coordination of services with outside agencies to:
   - a. improve parents' skills and education;
   - b. provide greater support for families in need of help;
   - c. provide greater continuity between center approaches to special needs of families and outside agency approaches;
   - d. provide in-service training for center personnel to help them better meet their responsibilities to parents.
3. Conducting a realistic evaluation of how parents using center care can become more involved in the program while still meeting their own responsibilities on the job and in training. (Page 2-13)

Sickness/Special Needs

Recommendations

The problems suggest a real need for coordination of the mental and physical health care services throughout Franklin County to facilitate better service for day care center children and their working parents. Currently the policies of such agencies require parental presence if the child is to receive any type of care. This policy acts to eliminate day care children from many services that would otherwise be available as well as to put parents in a "work or take time off" at times which may jeopardize both the child's health and the self-supporting potential of the family.

Perhaps a pilot health care project for Title XX day care families could be developed with cooperative agencies by FCWD. One approach might be to provide seed monies to a particular agency to develop a program for Title XX children which would bring the best possible care to them in the most effective and sensitive manner. Once a pilot project had established the feasibility of more comprehensive provision health care for Title XX children in day care centers, the FCWD would be better able to request direct service from other cooperating agencies.

Problems in this category (Sickness/Special Need) also indicate that Franklin County hospitals' policies requiring parental signature before care is given also precludes the effective prevision of health care to Title XX day care families. Possibly at least one hospital in each geographical zone of the county could be approached by the FCWD in an effort to eliminate this real problem cooperatively.

Finally, the handling of sick children at the centers is a serious problem, especially due to lack of space for isolation of the sick child in some centers. (Later, the reader will note that parents also indicate that this is a problem.) One possibility for alleviating this problem would be contracting with a special day care home provider in each zone who would care for mildly ill children. (Page 2-14 and 2-15)

Training

Recommendations

The problems might be approached effectively by the following:

1. Establishing "in center" training programs which grant some sort of certification, are ongoing and fit into a comprehensive, flexible training delivery system.
2. Consideration of a plan to contract with one or more local education institutions for the training and certification of a pilot class of day care teachers;
3. Establishing an advisory committee of local educators and professionals of other fields directly related to early childhood and family services to develop a "for credit" program of education for Title XX child care personnel. Such a committee would also include Title XX directors, teachers and parents. (Page 2-16)

Field Trips

Recommendations

Two approaches to this problem category seem appropriate. First, a review of funding for field trips, their goals and implementation would allow an analysis of what is happening currently. Second, center personnel may need training to select and use field trip locations wisely. Perhaps the FCWD specialists could prepare a pamphlet listing cooperating places and people of interest in the community.

Note that it is possible that center teachers of young children (7 years of age and younger) are following a "public school model" for field trips thereby selecting inappropriate sites and/or sites that require a long travel time. (Page 2-17)

Space and Equipment

Recommendations

Studies of day care have indicated a direct correlation between "poor" day care and poorly organized space and equipment choice. (See Kritchevsky et. al., Planning Play Environments, NAEYC) It is our contention that impacting on equipment/space choice and organization in Title XX child care centers would make measurable improvement in the quality of child experience in those centers.

Two strategies might be developed with this improvement as their aim:

1. The first FCWD strategy would be to improve indoor space/equipment over a specified time period by contracting with an individual, business or agency with demonstrated competence in designing space and organizing equipment for young children in group settings. This strategy would also include contracting separately for similar improvement of outdoor space/equipment.
2. The second FCWD strategy would be to develop a system of awards and recognition for programs which measurably improve indoor and outdoor space/equipment. (Page 2-18)

Daily Disruptions

Recommendations

Problems which stand in the way of professionals, in this instance the day care center teachers, doing their jobs are generally politically sensitive problems centering on staff communication, professional organizations and teacher input into program management. Therefore, a tentative first suggestion would be to provide training for directors to facilitate their skills in 1) personnel management and 2) human relationship building. (Page 2-19)

Responding to Children

Recommendations

Descriptive data on a self report instrument such as the Needs Assessment are insufficient for making about actual teacher-child interactions. However, such a low ranking of this category suggests that more evidence is needed especially in light of the parent data to be presented in another chapter indicating that parents are concerned about the quality of teacher response to the child. (Page 2-20 and 2-21)

Chapter 3, Center Teachers - Infant/Toddler Problems

Recommendations

It appears that the problem "finding appropriate activities" is in fact a plea for aid in infant/toddler curriculum development. In light of the infant/toddler training of teachers already underway under 94-401 aegis, it seems appropriate to recommend that FCWD obtain copies of infant/toddler curricula already developed (e.g., the Weikart/Lambie program, the Nisonger program for developmentally delayed infants, the Gordon texts, the texts and program of Earladeen Badger in Cincinnati) and develop a training process for both center and home providers which will help them to modify these curricula to meet the needs of specific Title XX families of infant/toddlers.

Chapter 4, School and Adolescent Problems of Center Teachers

Recommendations

Most school age and adolescent children are oriented to group activities when given the choice - and group activities often require a great deal of space. One approach to problem-solving with regard to space would be to link day care programs for after-school care of children in a particular neighborhood to other community programs for school-agers such as those of recreation centers and libraries. Center staff should be encouraged to search the neighborhood for "found space" which could be converted-with the children's aid - to the special.

Since the school age or adolescent child is oriented "outside the home" one might coordinate the social clubs and school activities so that these children can engage in activities that meet their special interests and needs. To be housed in a day center with preschool, appropriate toys and younger children could be humilitating to these age groups.

It is suggested that techniques found in Parent Effectiveness Training (PET) might be helpful for teachers in "discipline" or handling misbehavior. A balance between supervision and trust in the child's ability to "care for him - herself".

Since only limited data is present here, we might recommend further research in this area.

Chapter 5, Center Directors' Problems

Recommendations

The problems suggest that a special, well-designed training program might be of help for directors. Such a program might be offered by the small business bureau or an agency that can provide training in: 1) numeral accounting skills, 2) organization techniques, 3) public relations skills. The training should help directors explore ideas for finding other sources of funding such as foundations.

The director could also organize themselves into a consortium and possibly contract with one of the local banks to handle their financial billing, tax problems and deal with them as small cooperatives.

The paperwork required of these centers might be "kept under control" if representatives of the governing or supervising agency would meet to design one form that would give all the information that all would need, thus requiring the directors to give information only once.
(Page 5-4 and 5-5)

Comparisons Between Director and Specialist Responses on Director Problems

Recommendations

The development of a plan of action addressed to the problem of communication between FCWD and the center-directors would be a top priority. (Page 5-8)

A Comparison of the Directors Problems and the Specialist Ranking of the Directors Problems

Recommendations

Our recommendations on the problem of rapid staff turn-over are embedded in the previous interpretations. Central to any view of this problem is the need to resolve the highly divergent views of the directors and specialists with more evidence and more detailed analysis.

Responsibility for resolving the agreed upon problems of communication between the FCWD and centers, rests initially with the FCWD. This problem probably reflects a number of sub-problems such as no written FCWD policies or procedures for resolving conflicts and differences of opinion, FCWD evaluation processes which discourage verbal discussion between directors and specialists and the ever-present problem of adversary-like relationships between all agencies responsible for evaluation and the agencies evaluated. Since the number of day care centers is small, special seminars with and for directors would be relatively easy and inexpensive to organize and conduct. At least one such seminar, guidelines for reciprocal responsibility for effective communication could be developed.

Again the responsibility for analyzing and working on the inconsistencies between agencies seems to rest initially with the FCWD. While informal communication only has been a tradition with these agencies, there may be no real blocks to more formal problem-posing/problem-solving situations. Later, it would be helpful if a day care consortium would sponsor discussions with the agencies involved.

Finally, since directors and specialists agree that inadequate funding is a problem, the FCWD might consider a two-strategy attack: First, organizing training seminar for directors which are directed at helping them to make the best possible use of the funds now available; and, second, searching for new sources of funding at local, state and federal levels perhaps in conjunction with 4C or some other agencies already involved in the funding network.

The primary point we are making in this chapter is that directors are often the key to change in day care programs. Since they may feel that they need less "training" than teachers and other day care personnel, seminar discussion groups addressing the problems they have posed in the Needs Assessment Study would be a good beginning point. (Page 5-10 and 5-11)

Chapter 6, Home Provider Problems

Financial Problems

Recommendations

The FCWD might want to begin its efforts by focusing on the problems listed as of somewhat concern because these are more tangible and perhaps easier to impact on positively. For instance, home providers might be helped by FCWD efforts to:

1. Help them sign up for employee credit union;
2. Make sure their FCWD checks are on time;
3. Establish a more efficient reimbursement system for transportation to and from workshops;
4. Devise an orderly way to replace lost checks.

The Department might also consider the feasibility of developing a pay scale that would provide increased pay based on training and/or number of years of service.

Parents

Recommendation

The first recommendation is for a policy which requires a personal meeting of the home provider, parent and child, and FCWD specialist before actual placement to clearly delineate rules, responsibilities and reciprocal expectations. It would also seem advisable to develop a clear, written policy regarding HP responsibilities when they become aware of health or safety problems of a child in their care.

Training

Recommendations

The high ranking of the inconvenience of the training opportunities calls for an evaluation of how, when and where training is provided for home providers. Of special importance to providers is advance notice of dates and topics of training.

Since many of the HP have been in the Title XX system for quite some time, it might be helpful to move away from the practice of offering one workshop for all thereby disregarding their experience and previous training. The alternative would be individualized sessions for specific groups of the providers. When total group programs are offered, it is suggested that they have some sort of a social component. Home providers have multiple demands placed upon them by parents and the FCWD alike and would probably respond very positively to occasions in which they feel appreciated and of importance. Awards, banquets, lunches or small social meetings would help give them an increased sense of professional identity and worth.

The five geographic zones provide an already existing clustering of providers which could be used in planning individualized training sessions.

Workshops which are planned should be provider-centered as much as possible with a de-emphasis on the views of the "expert from Local U." Some of these workshops could have a "therapeutic" tone within which the HP could express their feelings in a supportive group setting. These groups could be lead at times by the FCWD specialists thereby forging new avenues of communication which have been indicated as being much-needed. Out of these talk sessions the HP could, with the help of the group leader, decide what outside expertise they want to make use of. Role playing could be used to enable HPs to express their problems and to model appropriate solutions. One of the central themes of these group meetings ought to be learning to respond more appropriately to children and parents.

The number one problem of home providers with regard to the FCWD (Table 6-15) is "having a way to voice our grievances". Perhaps group sessions of the type suggested above could be effective problem-posing/problem-solving situations in which providers are as responsible for "solving" as for "posing".

Provider Problems Related to the FCWD

Recommendations

Our recommendations focus primarily on the Concerns of the specialists whose responses seem to indicate:

1. That they do not feel that they are doing a good job with the providers;
2. That Department regulations, procedures and policies inhibit their doing a good job;
3. That they do not feel that home providers are in a good position professionally.

Specialists and their supervisors need to assess together the general quality of the job they are doing for and with providers, clients and children. This process could begin with a listing of the ten major areas of specialist responsibility and an in-depth group discussion of each area separately. Those areas in which there are evidence and general agreement of need for change should be prioritized and a plan of action detailed. Perhaps specialists could be divided into special committees to develop the plan of action for each designated area of concern.

Again, we must recommend that the development of policies and procedures related to Title XX day care services be designated a top priority. Lack of such policies and procedures continue to come through as a major contributor to the effectiveness and morale of the specialists.

Finally, specialists and providers need to be educated to the "realities" of decision-making power within any federally funded program. This should be done in a way that accurately portrays the effects of federal guidelines and influence while equally accurately portraying the major impact of local county autonomy. The crux of the matter is to achieve understanding without enhancing either provider or specialist sense of powerlessness.

Responding to Children

Recommendations

The quality of child care in any setting is influenced by the responses of providers to the children in their care. The FCWD specialists are responsible for evaluating quality of care and have been trained to observe the interactions of providers and children as part of that evaluation. If HP's could be involved in training for self-evaluation many of them would subsequently raise their expectations and develop expertise in responding to children. Simulated situations and role playing techniques would be especially appropriate in such training efforts.

USDA

Recommendations

No one really knows what actual average food expenses of the home providers are. Therefore, we recommend a small research project using 5 to 10 randomly selected home providers to record actual expenses, time spent in food preparation-related tasks and adherence to USDA guidelines.

Chapter 7, Specialists' Problems

Recommendations

A number of recommendations seem in order in light of the data available:

1. The specialists and their supervisors need to come together to prepare:
    a. Clear, comprehensive job descriptions;
    b. Policy statements which are flexible enough to handle a variety of problems with continuity, fairness and efficiency;
    c. A streamlining of current procedures which will enhance the current quality of communication and cooperation among caseworkers, specialists, clients and providers;
    d. A plan for more "professional", more useful FCWD staff training sessions.
2. New ways need to be found to involve providers more directly in program evaluation.

It is understandable that specialists would suggest that they lack effective leadership and have low morale when their responses indicate that they feel somewhat helpless to make decisions, to speed the decision-making processes and to involve themselves in making policy and establishing procedures.

Chapter 8, Parents' Problems - Center

Center Parents' Problems (Table 8-1)

Recommendations

If we accept the high ranking of Parents' Problems that deal with FCWD, it would be advisable to do an in-house evaluation of the policies, procedures, and requirements now effecting parents to try to eliminate unneeded requirements or streamline those that are necessary.

FCWD

Recommendations

Each problem under the category of FCWD should be evaluated to see if some policy change could be made to alleviate the problem or make it less of a difficulty.

General Day Care Problems

Recommendations

A procedure should be developed to enable the parents to make a gradual break from the child support program. Possibly a solution for people in a transition would be to give full support which then would gradually taper off until the parent can assume full responsibility.

The possibility of using a voucher system should be explored. The eligible parents would be given a voucher which they could take to any center that is willing to accept it, and it could be turned into the FCWD for reimbursement. This would make the process a consumer market, oriented towards making the centers responsive to parents' needs and those of their children. This may also relieve the FCWD of some administrative details such as assigning children to centers.

A system or model should be developed to enable parents to give input into the center to be kept informed.

Childrens' Social-Emotional Needs

Recommendations

Teachers generally feel that once children stop crying and become quiet they are adjusting. This passivity might be a highly negative form of maladjustment especially for young children. A training program or policy should be set up to teach teachers how transition from home to the center can be made with minimal anxiety. This should be given an extremely high priority.

Schedules and Transportation

Recommendations

Each of these problems need to be investigated to see if a policy change in these various centers can be made to eliminate some of these local problems. The area of transportation is also a central problem for directors. A further study might be needed to focus entirely on transportation related problems, safety on buses, insurance, schedule, etc.

Peer-Peer Conflict

Recommendations

The high ranking on peer-peer conflict by Center City and West Side might suggest an investigation as to whether these centers are decidedly different in their arrangement in space and the type of supervision of children that is occurring in these Zones. Or, does the parent rating indicate a projection of their feeling of their social context in which they live rather than an accurate evaluation of the day care life of their child?

Criticism of the Center

Recommendations

The data would suggest that much training is needed in helping children with special needs in all Zones but the Suburban area. Question: Does this mean that the Suburbs are finding help for their special needs child elsewhere or that there are very few special needs children in the suburbs? And, did those parents ranking the problem interpret the term "special needs" as meaning hearing or visually impaired, retarded, or a behavior disabilities child, or did they interpret it to mean responding to my child "who is special" in ways that teachers will meet his or her unique needs? This would suggest that further research is needed to answer these questions, especially as they differ among Zones.

A system of marking children's clothing should be developed and a policy encouraging parents to mark clothing.

The evaluation of day care centers of "cleanliness" should receive renewed evaluation and review by those monitoring these centers.

Possibly a training program for teachers around "the child's sense of naughtiness" (moral development) to give them an understanding of how to respond to social behavior such as "swearing", spitting, etc.

It would appear that parents in the Suburban area, Zone 3, want more direct skill instruction for their children. The possible creation of alternative models of child care could be started in that area or within the center alternatives could be provided. But some recognition should be given to responding to this concern of parents in this particular Zone.

If one or more centers are teaching religious practices, although one could possibly see that this might be their right as a private center, they should clearly announce that this is their practice (and by the FCWD) to permit parents to make a choice as to whether this training is appropriate for their child.

The West Side Centers should be inspected for the safety and health standard of basement classrooms.

The cleanliness of the centers in South Side, Zone 1 and West Side, Zone 5, should be inspected and those centers be made aware of the parents concerns.

A concerted effort could be made to hire male staff in Zones 3 and 5.

Programs and Field Trips

Recommendations

The lack of field trips in Mid-East, Zone 4 could be explored or evaluated by the certification staff. Possibly a specialized training program for them on "how to take field trips locally" might be helpful.

Parents' Problems (Center) Category Ranking between Specialists and Parents (graph)

Recommendation

The data would suggest the need for further evaluation of the role of the Specialists that deal with center care. Such study should be undertaken to determine: 1) if they see their role as monitoring socially-emotionally healthy day care, or 2) that they are doing this so well that there are little problems of concern in this area.

Parents' Problems (Center), Ranked on Categories by Parents and Specialists

Recommendations

The general lack of agreement between the rankings given by Parents (Center) and Specialists calls for further investigation as to why this variance is so dramatic. Do parents not have accurate enough ideas of what is happening in centers to accurately criticize them? Those interviewers who carried out Part I of this study which required them to collect gross problems from Parents (Center) reported their surprise when they asked questions about the centers in which the parents had their child enrolled. The interviewers reported informally that they felt that parents had "little" or "no" idea what was happening in centers. This apparent difference in rankings of problems between specialists and parents (Centers) should be a target for an "inhouse" investigation to determine if the high rankings by Specialists are valid and what can be done about these problems.

Chapter 9, Parents' Problems (HP)

A Comparison of Parents' Problems (HP) indicating Rank and Means between Parents and Specialists

Recommendations

Those Home Providers that do not appear to be interested in providing good child care should be identified and their contracts terminated or they should be counseled to improve.

Both Parents (HP) and Specialists see a need to meet the Provider before the child is placed. The FCWD should investigate the possibilities of implementing such a procedure. This would especially be important for not only the parents "peace of mind" but the emotional security of the child that needs to make a transition from home and parent to Day Care and the Provider.

The FCWD policy of requiring parents of school-age children to reapply for need care at each school vacation should be reviewed to see if policy could be changed to the satisfaction of Parent and Specialist.

Both Parents (HP) and Specialists are concerned about the need to change Home Providers often. This would suggest the need to determine why so many changes are needed, and how this could be stopped. We know that repetative changes are very difficult for children to handle emotionally.

Both Parents (HP) and Specialists are concerned that Home Providers do not notify parents when their child is a behavior problem. The suggestion that a line of communication or techniques to permit communication between Parent-Specialist and Provider be established.

General Child Care Problems

Recommendations

Because of the increased movement indicated by Demographics and high ranking by Parents, it appears that more HP spots are needed in some areas in Zone 4, Mid-East and Zone 3, Suburban.

Criticism of HP

Recommendations

Those in charge of HP's might check to see if HP in Zone 4, Mid-East, are decidedly different from all the other HPs and are less committed to their children.

The readers might accept the parents suggestion and expand the role of the HP to include some beginning "skills" with children. What might be even more enriching for the children with HP's is to contract with libraries in each Zone to prepare a "book basket" for each HP which she could use in the home to read books to children that would be age appropriate. These books could be exchanged for fresh ones bi-weekly. Training could then be offered to show HPs how to use these books in dramatic form.

FCWD

Recommendations

Each problem concerning FCWD as a part of the HP service will need to be closely evaluated among the Zones to see why the frequency varies so greatly and how changes in these areas could be made to alleviate the problem.

A Comparison of Category Rankings between Parents (HP) and Specialists (graph)

Recommendations

This dramatic difference needs to be explored by Specialists and Staff. The problems ranked on Table 9-3 should serve as a basis for exploring the different perceptions between parents and specialists.